

# Orchard Park Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	321588
<b>Inspection date</b>	20 November 2007
<b>Inspector</b>	Jacqueline Patricia Walter
<b>Setting Address</b>	Badger Paddock, Huntington, York, North Yorkshire, YO31 9EH
<b>Telephone number</b>	
<b>E-mail</b>	
<b>Registered person</b>	Orchard Park Playgroup
<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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

### WHAT SORT OF SETTING IS IT?

Orchard Park Playgroup is a committee run provision that provides sessional care. It opened in 1967 and operates from one room in Huntington Community Centre, which is situated in York, in North Yorkshire. The children have access to a secure enclosed outdoor area.

A maximum of 24 children may attend the provision at any one time. The playgroup is open during term time only from 09.15 to 12.15 on a Monday, Tuesday, Wednesday and Friday. On Thursday it is open from 09.15 to 11.15 and from 12.00 to 15.00. There is also a lunch club that is open on a Monday, Tuesday, and Wednesday from 12.15 to 13.15.

There are currently 41 children aged from two to four years on roll. Of these, 26 children receive funding for nursery education. Children attend from the surrounding areas.

The playgroup employs four staff. All of the staff, including the joint supervisors, hold appropriate early years qualifications. The playgroup receives support from the Early Years Development and Childcare Partnership. They are also members of the Pre-school Learning Alliance.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children stay healthy because practitioners are active in following some current and appropriate environmental health and hygiene guidelines, policies and procedures. For example, they follow procedures, such as wiping tables after activities and using clean table cloths for snack times. There are appropriate procedures in place to ensure children receive medication safely and good procedures are in place to prevent the spread of infection and ensure children are able to receive emergency treatment. For example, parents are given copies of infectious conditions and exclusion periods in their welcome pack, and three out of the four staff have appropriate qualifications in first aid.

Children are developing a good awareness and understanding of good hygiene practice. More able children are independent in personal needs and know why they need to wash their hands. Younger children's understanding is developing through staff discussing the need for good practice as they engage in everyday routines, such as washing their hands before their snacks and after using the toilet.

Children are well nourished through staff and parents working effectively together and providing healthy and nutritious meals and snacks. For example, staff provide fresh fruit, chopped vegetables, raisins and crackers at snack time and parents provide a packed lunch, which is then appropriately stored in a fridge. Special dietary needs are fully taken account of and staff that prepare snacks have completed food hygiene training. This means that children are able to safely eat their food. Children are developing a good understanding about healthy living as a result of staff encouraging this development well. For example, staff arrange visits from a dietician, and children discuss healthy food and enjoy making fruit 'smoothies'. As a result, the more able children know what is healthy food and why they need to eat it.

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

The provision is inadequate.

Children are able to develop a good sense of belonging in this warm and welcoming accommodation. Space is used effectively allowing children to have free and safe access to all rooms and areas of play. For example, equipment and activities are set out before they arrive. Children are warmly welcomed by staff as they enter the setting and although more able children can access the toilet area by themselves younger children are escorted by staff to ensure their safety. Most of the resources are suitably organised. For example, staff ensure equipment is safe for children to use by implementing a toy cleaning rota and children can easily and safely reach toys and equipment from boxes and some low-level furniture.

Children are cared for well in a secure and safe environment. Staff take positive steps both inside and outside the setting. For example, external doors are kept locked and in addition to the required risks assessments daily safety checks on the premises are conducted by the designated health and safety staff member. Appropriate steps are in place regarding fire safety. For example, the fire evacuation plan is displayed and the procedures are practised every half term with the children. This means children are suitably protected from the risk of fire.

Children's welfare is not appropriately safeguarded and as a result children are at risk. Although staff have appropriate knowledge of the signs and symptoms of child abuse they are not fully

familiar with the procedures to follow if concerns are raised. For example, the designated person for child protection is not fully aware of her role and responsibilities regarding how to contact and make referrals to the relevant agencies. In addition to this, the child protection policy and procedures do not reflect the guidance issued by the Local Safeguarding Children's Board and lists inappropriate procedures to follow in the event of an allegation being made against staff.

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

The provision is inadequate.

Children are developing confidence, independence and self esteem. They are able to freely select resources and access areas of play and are acquiring new knowledge and skills from a good stimulating range of toys and activities, that meet the needs and ages of those attending. For example, younger children enjoy exploring musical instruments, building towers with construction equipment and accessing the water play area. Children are able to use some initiative, For example, they select some other materials from low-level drawers in addition to what has been set out on art and craft activity tables. Younger children are interested in most of the activities available. However, staff planning does not reflect children of different ages and particular needs. Group activities are sometimes pitched too high and long, and as a result younger children quickly lose interest. In addition to this, the information gathered on how younger children are developing is not used by staff to plan their next steps in learning. Children have very friendly, positive relationships with staff who listen to and value what the children are saying, for example, when they talk about their families and friends.

### **Nursery Education.**

The quality of teaching and learning is inadequate. Children enjoy coming to the playgroup and are supported by staff. However, although staff have appropriate knowledge in the Foundation Stage and are fully involved in the planning and recording of children's achievements the assessment of children's progress has weaknesses. For example, in addition to children not being assessed on a regular basis in all areas of learning, their next steps in learning are not identified and the information gained from assessment is not used to inform planning. In addition, the planning of the curriculum also has weaknesses as it does not show how activities can be adapted to suit children of different ages, who learn at different rates or have particular needs. This results in them missing opportunities to challenge the more able children particularly when promoting aspects of communication, language and literacy. Some teaching methods used by staff to promote effective interaction, clear explanations and challenging questions particularly when working in large and small groups are also ineffective. For example, during story time where children aged from two to four years participate together, younger children are unable to sit for prolonged periods and quickly lose interest, which in turn disrupts the older children's learning. As a result, staff then spend most effort supervising children rather than promoting learning. Practitioners are also inconsistent in strategies regarding effective ways of managing children's inappropriate behaviour. For example, when children run needlessly about, throw resources and argue about the sharing of resources, some staff ignore the situation completely. Some staff members ask the child to stop or be nice offering no further discussion to develop their understanding, and some staff take time to explain what is wrong and why. As a result, some children consistently behave inappropriately and this impacts severely on other children's play and learning. The staff's use of time is good on the whole. They work directly with the children and make effective use of resources both in the indoor and outdoor accommodation. However, there are limited opportunities for children to increase their understanding in mathematical development through the exploring and handling of numbers in the environment.

Children are independent in accessing activities. They are proud of their achievements. For example, three-year-olds help each other to successfully complete a puzzle then cheer and raise their arms to signify success. Both three and four-year-olds separate from their main carers with confidence and form good attachments with adults. For example, they are confident in approaching them for help. However, some three-year-olds do not respond to the boundaries of behaviour that are set and have little regard for other children when sharing equipment and participating in activities. Four-year-olds interact and talk confidently with others showing awareness of listening. They use talk well to pretend imaginary situations. For example, they role play being a police officer and are able to use a mobile phone to call for help and explain what is happening. Children enjoy books independently. However, when in large and small groups opportunities to extend their learning, sustain concentration and join in are severely limited due to the younger children's inappropriate behaviour. Three and four-year-olds are able to confidently link some sounds and letters and more able children are able to use a pencil effectively to form recognisable letters. They are beginning to use numbers in their play and some three-year-olds are able to count up to 12 saying one number for each item. They are also beginning to recognise some numerals. Children are developing skills in using a range of tools and techniques safely. They are able to examine objects, investigate natural materials and develop awareness of change through stimulating activities. For example, they grow sunflowers and radishes in their outdoor play area and then wash and eat the latter. Children are showing a good interest in communication technology. They know how to operate simple equipment like mobile phones and more able children are able to complete simple computer programmes, using a mouse to select and drag icons as required. Some three and four-year-olds play very cooperatively in acting out a narrative. For example, they enjoy imaginative role play based on first hand experiences, such as bedtime, and use the available resources to support their play well.

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

The provision is inadequate.

Children's spiritual, moral, social, and cultural development is fostered. They are all included and gain a suitable understanding of the diversity of the wider world through an appropriate selection of resources that promote positive images. For example, they are able to access cultural dolls and dressing up clothes. They also have access to small world equipment that promotes awareness of disability. In addition to this, they have good opportunities to engage in first-hand experiences that develop and encourage a sense of belonging and knowledge of their community. For example, they visit the post office to send letters, go to the local library and welcome visitors, such as a dentist into the setting to share their expertise.

The partnership with parents is good. There are professional partnerships in place between staff and parents. They work effectively together, and as a result children's individual needs are appropriately met. However, staff are currently in breach of childcare requirements as there is no complaints record system available and the policy does not reflect current legislation. As a result, parents are unsure on how to raise concerns. Staff highly value and respect parents; they encourage them to share their skills and expertise with the children in the setting. For example, parents help to ease the children's transition times by spending time settling them into the setting and they are encouraged to continue some play and learning experiences at home through 'Home link folders'. Staff also welcome them into the setting to share their expertise on their working roles and responsibilities with the children. Good quality information is shared on the Foundation Stage. For example, individual meetings are arranged to help parents further their understanding of the Foundation Stage. General information on the setting

is also shared well as a result of parents receiving a registration pack, which includes general information on the setting and some policies and procedures. They can also easily access all policies and procedures of the setting in the foyer, as well as some aspects of the curriculum planning. Staff share information on the children's development well. For example, written information is given to parents detailing young children's nappy changing requirements and profiles on the assessment and development of children are made available at anytime on parents' request. In addition to this, individual reviews are held with parents twice a year, to discuss children's learning and development. This helps to promote consistency and continuity in the children's overall care and learning.

## **Organisation**

The organisation is inadequate.

The leadership and management is inadequate. Staff are appropriately vetted and have suitable skills to work with children. For example, criminal record checks are completed on all staff, written references are undertaken, qualification certificates are checked during interviews and induction courses are undertaken to ensure staff are fully aware of their responsibilities. This means that children are protected and appropriately cared for.

Staff demonstrate a suitable regard for the well-being of all children and demonstrate some commitment to improving the quality of the provision. For example, since the recent employment of new supervisors they are in the process of updating policies and procedures to ensure they meet requirements and are working together to simplify the curriculum planning. In addition to this, they have attended training, such as the 'Birth to three matters' framework, Introducing play work, Circle time and developing communication through the use of Makaton. Staff are also in discussion with the local authority development workers regarding effective strategies to use when dealing with children's behaviour. The supervisors have a hands on approach and delegate some roles and responsibilities to staff. For example, individual staff are responsible for health and safety and the cleaning of toys and equipment. However, there is very little monitoring and evaluating the provision for nursery education. For example, no evaluations of activities take place and management are unaware of gaps in the assessment and planning systems.

Most policies and procedures are in place and most work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Documentation is easily available and appropriately stored to uphold confidentiality. However, documentation, such as accident records and the staff and children's attendance records are not fully maintained. These breaches in the National Standard requirements mean that children are at risk.

Overall, the provision does not meet the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection it was recommended that the staff ensure the thorn bush in the outside play area and the radiators were made safe or inaccessible to the children, that a sufficiently detailed record of significant issues is kept and shared with parents, and that staff provide opportunities for parents to receive regular information on their children's progress. It was also recommended that staff provide more opportunities for the children to self-select resources to promote choices in their selection and evaluate the organisation of the Nursery Education to enable children to develop learning experiences and independent access to resources.

As a result, staff have improved children's safety by cutting back the thorn bush so it is safe to be in the proximity of children and they have purchased radiator covers to protect children from the heat. They have also improved children's safety by implementing an appropriate record keeping system, which is shared with parents to detail significant issues. Staff have also improved the children's opportunities to self-select resources and make choices by obtaining mobile storage units to house equipment, such as construction and art and craft resources. They have also provided more resources to improve children's learning in Mathematical development, Communication, Language and Literacy, and Knowledge and Understanding of the World by obtaining resources, such as measuring jugs, number bags and theme boxes, which include resources, such as magnifying glasses, torches, magnets and specific artefacts and books that relate to mini beasts.

### **Complaints since the last inspection**

Since 1st 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 complaint 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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure the safeguarding of children is promoted appropriately, with particular regard to developing the designated person's knowledge and understanding of her role and by updating the child protection policy and procedures to reflect the Local Safeguarding Children's Board guidance
- devise and implement a complaints policy and procedures that reflect current legislation
- ensure documentation is maintained appropriately, with particular regard to staff and children's registers and accident records.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- develop staff's understanding and consistency in implementing effective strategies, when supporting children in learning to show care and concern for others and their environment. (Also applies to care)
- develop planning to ensure activities can be adapted to suit children of different ages, who learn at different rates or have particular needs. (Also applies to care)
- develop the assessment system to ensure there are regular assessments that identify children's achievement in all areas of learning and the information gained is used to help children move to their next steps in learning. (Also applies to care)
- provide more opportunities for children to see and handle numbers in the environment
- develop suitable teaching methods to promote effective interaction, clear explanations and challenging questions particularly when working in large and small groups
- develop systems to evaluate the provision for nursery education.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

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)