

Easingwold Pre School Playgroup

Inspection report for early years provision

Unique Reference Number	400381
Inspection date	10 July 2007
Inspector	Josephine Ann Northend

Setting Address	Methodist School Room, Methodist Church, Chapel Street, Easingwold, York, North Yorkshire, YO61 3AE
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Telephone number	07977 063753
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E-mail

Registered person	Easingwold Pre School Playgroup
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Type of inspection	Integrated
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Type of care	Sessional care
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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.

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?

Easingwold Pre-School Playgroup is an established group, which has been in existence for over 30 years and is managed by a voluntary committee. They operate from the Methodist School room in the North Yorkshire market town of Easingwold. The children attending come from Easingwold and the surrounding villages, and there are strong links with the church, the local school and the local community. The group also has use of a cloakroom area, toilet facilities, kitchen and an enclosed outdoor play area.

They are registered to care for a maximum of 20 children and provide funded nursery education places. The pre-school operates for 10 sessions a week from 09.15 until 11.45 and from 12.45 until 15.15, in term time only. Two afternoon sessions are provided specifically for the older children. There are currently 55 children on role and 39 of these are in receipt of nursery funding. The setting has systems in place to support children with physical disabilities and learning difficulties.

Eight members of staff are employed at the pre-school play group. Half of the staff have a recognised childcare qualification, one other member of staff is working towards a recognised

childcare qualification and one is working towards further qualifications. The pre-school is also a member of the Pre-school Learning Alliance and receives the support of the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's physical development is supported well with daily opportunities to use the outdoor area. They have access to a playhouse, balls, tricycles and other large equipment outdoors. They also have some opportunities to use large equipment indoors. For example, photographs show children use a climbing frame and slide indoors. Children can rest or be active according to their individual needs.

The child care areas are clean and well maintained. Children are encouraged to follow personal hygiene routines as they wipe their hands before snack; wash their hands after using the toilet and they learn about why they need to do so. They do use a communal bowl of water to wash their hands after craft activities, however, soap and individual paper towels are made available.

Children's health is supported well as there are good accident and medication recording systems in place. This includes clear procedures for the administration of medication that requires technical or medical knowledge. Consent has been gained from parents for seeking any necessary emergency medical advice or treatment. There is always a member of staff with a first aid certificate on duty and clear sick children procedures are in place and understood by parents.

Staff work appropriately with parents to ensure they are aware of and meet any special dietary requirements. Varied and healthy snacks are provided each day. Children learn about healthy diets and are eager to share their knowledge of foods that are good for them. Children receive a drink at snack time and they bring their own water bottles that they can freely access throughout the session. This means their health is promoted well.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are clean and warm. Staff make good use of the space available. There is a good range of well maintained, developmentally appropriate furniture and equipment. A selection of toys are set out each day for children to choose from and others are stored well at child level, which allows even the youngest to make choices for themselves and direct their own play. The premises are secure; the entrance to the building is locked after children have arrived. The record of visitors to the setting is completed appropriately and there is a clear lost and uncollected child policy in place. This means children's safety is promoted.

There are written fire procedures and an emergency evacuation is practised regularly with the children who are aware of the procedures. Adult to child ratios are well maintained. Risk assessments are completed and safety hazards have been minimised, for example, low level electric sockets are protected and a safety gates is used to prevent children accessing the kitchen. This means children are kept safe. Staff help children understand how to keep themselves safe, for example, they explain to them how to use knives safely and sing a song with them about why not to touch matches.

The welfare of children is protected well as staff have a sound understanding of their role and responsibilities in the event of a concern about a child. There is a child protection policy in place that includes the procedures to be followed in the event of an allegation against staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children have secure relationships with staff and with each other. They enjoy their time at the playgroup, arrive happy and quickly settle to activities. Children separate from their carers well. The homely, caring environment created by staff helps children feel comfortable and at ease throughout the session. Communication skills with children are supported well through strong adult-to-child interactions. Children's self-esteem is developed through the praise and encouragement they receive for their achievements.

The 'Birth to three matters' framework is evident in activity plans and the learning needs of the children within this age group are met well. Staff provide a good range of activities for the children that they enjoy and eagerly participate in. Play opportunities are purposeful and developmentally appropriate resulting in children being motivated and interested. Children choose freely between activities and use their imagination very well throughout the day.

Nursery Education.

The quality of teaching and learning is good. Staff have a good understanding of the early learning goals and how children learn. The long term plan and theme is developed by the manager and deputy, from this they plan with the staff team a varied range of activities. Plans cover all six areas of learning and clearly show learning intentions, however, they do not show differentiation for individual children. Assessment records are clearly linked to the stepping stones and are completed regularly by the child's key worker to show their learning. There is a good balance of adult-led and child-initiated activities. Staff are well prepared for each session, ensure the room is as well set out for the afternoon as it is in the morning. This helps all children feel welcome and valued.

Children are happy and confident and they concentrate well at self-chosen activities. They have secure relationships with staff and are developing good relationships with each other. Children can confidently describe features of the weather, though they are unsure about the days of the week. They talk freely about their home life and significant events. Children are generally well behaved, they respond well to staff and learn to share and take turns. They are developing some understanding of other cultures and the local community through planned activities and visits out. They have opportunities to develop their self-care skills, for example, they pour their own drinks and confidently access a step to enable them to reach the hand basin to wash their hands. Children are developing good health and bodily awareness, for example, why they need to wash their hands and they know about foods that are good for them.

Children are developing good communication skills, they initiate conversations, speak clearly and talk about what they are doing. Children join in with familiar songs and rhymes and have access to musical instruments. They listen attentively during story time and predict what will happen next. Books are readily available and children handle them well. Mark-making opportunities are available each day and they are extended well into other activity areas. Children can hold pencils correctly, forming recognisable letters and many can write their own names. Children can recognise their own names and self-registration is used effectively.

Children are developing understanding of number, they can count reliably beyond ten and recognise many numerals. They enjoy completing number puzzles and jigsaws. Children use some mathematical language and concepts in their daily routine, for example, as they show spatial awareness when completing jigsaws, use size language and use problem solving as they join in number rhymes. Children can confidently recognise and name many shapes. They recognise and name many colours and mix them to create other colours. Children use their imagination very well throughout the day, within many aspects of their play. For example, as they give meanings to their pictures and use the outdoor playhouse as an ice cream parlour.

Children have opportunities to use their senses to explore and investigate a variety of materials. They grow plants, fruit and vegetables and learn about how to care for them. Children use programmable toys and computer well, they control the mouse confidently and can complete simple programmes. Children use a range of materials to construct, for example, they design and build three-dimensional structures with blocks. Children extend their large physical skills well through a variety of experiences, they ride tricycles confidently, run around outside and kick and throw balls skilfully. Children are developing a good sense of space as they sit together at story time. They use a range of equipment and engage in activities requiring hand-eye coordination, for example, they cut with scissors and thread laces.

Helping children make a positive contribution

The provision is good.

Children are happy and settled. They are welcomed by staff and the playroom and outside area is set up well for their arrival. Activities are undertaken and good resources are available reflecting other cultures and races. This helps increase children's awareness of diversity and develop a positive attitude to others. There is a clear equal opportunities policy and special needs statement in place and the named coordinator has completed relevant training. The setting works closely with other agencies to ensure children's individual physical and learning needs are met, for example, as support workers attend playgroup sessions in order to aid transition to mainstream schooling.

There is a clear behaviour management policy in place. Children are generally well behaved, they learn to share and take turns and receive good support from staff. They receive meaningful praise for positive behaviour. This means children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good, they have friendly relationships with staff and are very happy with the playgroup and the service provided. Children benefit from the two way sharing of information about their needs and daily routines. Information for parents is displayed on notice boards; policy files are made available to them; regular newsletters keep them updated and they receive written information about the setting and the curriculum. Parents know about the current topic and are informed about their child's progress through daily discussion and key worker sessions.

Organisation

The organisation is good.

Children feel at home and at ease within the child care environment. This means they settle quickly and soon become involved in activities. Indoor and outdoor space is organised well to support play opportunities for children. Clear staff recruitment procedures are in place and all staff currently employed at the setting have been vetted. Records of children and staff

attendance are in place; adult to child ratios are maintained and staff work well together as a team.

Records are stored confidentially, however, the medication record does not fully support individual confidentiality. Required policies and procedures are in place, they are available to parents and shared with staff, however, the complaints policy has not been updated to reflect Ofsted's change of address and telephone number. Good systems are in place for the sharing of information with parents about the service and their child's activities.

Leadership and management of the nursery education is good. Staff qualification requirements are met and staff first aid certificates are in place. The manager supports staff's attendance at relevant training. Staff have good experience and knowledge of the Foundation Stage and teaching effectively supports children's learning. Staff meetings are held regularly and there are systems in place to monitor staff practice and evaluate the quality of the provision. There is a formal staff appraisal system in place and the manager is aware of the strengths and weaknesses of the provision.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was asked to ensure children are provided with snacks, which are healthy and varied, drinks are readily available at all times and to update staff's knowledge of child protection issues. Varied and healthy snacks are now provided to children each day. They receive a drink at snack time and they bring their own water bottles that they can freely access throughout the session. This means their health is promoted well. All staff have now completed child protection training and have clear understanding of the policy and procedures in place. This means children's welfare is safeguarded.

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.

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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):

- further develop medication records to ensure confidentiality is maintained
- update complaints policy to reflect Ofsted's change of address and telephone number

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):

- further develop planning to formally show how activities are differentiated for individual children
- extend children's understanding of the days of the week

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