

Appleton Roebuck Pre-School Groups

Inspection report for early years provision

Unique Reference Number	400430
Inspection date	20 November 2007
Inspector	Katy Elizabeth Wynn
Setting Address	Parish Rooms, Appleton Roebuck, York, North Yorkshire, YO23 3PR
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Registered person	The Trustees of Appleton Roebuck Pre-School Groups
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.

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?

Appleton Roebuck Pre-School was registered in 1977. It is situated in the parish rooms in the village of Appleton Roebuck near York. The pre-school has use of one large playroom, storage areas, bathroom and kitchen. There is an enclosed outdoor play area.

Opening times are Monday, Tuesday and Thursday 09.30 to 12.00 term time only and a lunch club is available on a Monday and Tuesday. The pre-school is registered to offer care for 25 children aged two to five years and there are currently 21 children on roll, including 12 funded three and four year olds. The pre-school supports children with learning difficulties. There are three members of staff working in the pre-school, two of whom are qualified.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are effectively cared for if they have an accident or become ill because staff are trained in administering first aid and have appropriate permissions and records in place regarding the administration of medication. Children enjoy healthy snacks; they are encouraged to eat a variety of fruits. During snack time children were asked what foods are bad for their teeth; a three year old said 'sweets'. As a result, children are developing a good understanding of healthy eating.

Systems are clearly in place for children to learn about being healthy. For example, children are taught to wash their hands after toileting and learn about germs. As a result, children learn about simple hygiene procedures and fully understand why they follow certain procedures.

Children use the outdoor facilities with gusto; they play on the sit and ride toys and play team games with the bats and balls. They have regular opportunities throughout the session to visit the outdoor area and benefit from plenty of fresh air and physical exercise. Staff are skilful at recognising when children need to run off their energy and experience more robust play with the activities available outside.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are happy and eager to attend, being encouraged by the way the staff make the premises into an interesting and child-centred environment. Care is taken to ensure there is a good range of activities set out for them and posters and displays of their work make the room welcoming. Children's safety is adequately promoted in most areas; however, children's understanding of fire safety procedures is limited. For example, the older children present could not explain the fire procedure to the inspector as many of them had not attended when practices have taken place. Staff carry out risk assessments each day and ensure all is in order for the children's arrival. The door to the hall is secured to prevent children leaving without supervision, and unauthorised access and a safe collection procedure ensures children only leave with an authorised carer.

Children play with a good range of resources which staff monitor to ensure they are safe and appropriate for use. Children confidently organise their own play, making choices from construction, book racks, role play and a mathematics trolley, which helps to effectively promote their independence. They understand the need to help tidy up and cooperate well at this time. Children listen to and follow instructions about their safety. For example, a clear explanation is given to them about throwing toys and running inside. This helps children understand what is required of them and they take part in activities and play together safely.

Staff have a good understanding of child protection issues and know what action to take if they have concerns about a child in their care. A clear policy is in place to guide them and it is available to parents so they understand the group's responsibilities regarding the safety of all the children. As a result, the welfare of children is safeguarded.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled in this caring environment. Staff are attentive, creating a calm and reassuring atmosphere. This promotes the children's confidence and self-esteem. Children feel relaxed enough to separate from their parents. They make positive relationships with the other children and staff. Group story time takes place at the end of each session and the poor organisation leads to the children becoming bored and often disruptive, and therefore do not gain from this valuable session. Children make independent choices about their activities and initiate role play with their peers. For example, they use the underneath of the slide as a boat. Children begin to use their initiative, such as placing jigsaw pieces various ways to see if they fit. They are interested in the range of stimulating resources. Children begin to sit and concentrate to focus on what they are doing. For example, they enjoy spending time making collage pictures.

Children are interested in a suitable range of developmentally appropriate indoor and outdoor activities. They acquire new knowledge and skills. For example, they learn how to communicate by talking, listening and singing simple songs. Children express their feelings and experiences during role play, imagining they are super heroes or pretending to be adults putting babies to bed. Children articulate their ideas creatively. They paint, draw, create junk models or decorate pictures.

Staff have knowledge of the 'Birth to three matters' framework to plan appropriate activities for children up to the age of three years. They work closely with parents to help them meet the children's individual needs. During free play and small group activities, staff are attentive, joining in with the children's play. For example, they join in with role play.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making progress along the stepping stones. They are supported by staff that have a competent understanding of the Foundation Stage. Staff use a reasonable range of teaching methods and have a sound understanding of how children learn and progress. Plans cover all six areas of learning in a balanced way. Observations are used to record where they are along the stepping stones. However, the children's next steps are not recorded and therefore not used effectively to plan activities. The level of challenge is sufficient to interest the children. There are effective systems in place to support children with learning disabilities.

The nursery education is satisfactory. Children develop a knowledge and understanding of the world. They investigate change as they read stories and draw pictures about light and dark. Children are aware that their senses do different things, such as 'listening' to hear. Children interact and talk with others at circle time and during play. They develop a sense of time talking about past and present events and become aware of signals which mark different events in the session, such as circle time is towards the end of the session. Children are developing awareness of their own needs, views and feelings. They share information through topics and the news board about themselves and their families. This helps them develop a respect for their own cultures and beliefs. Children observe and find out about the place in which they live and their community. Activities based around 'the jobs people do' make them aware of the roles people play, such as police officers, farmers, builders and hairdressers. The setting also has excellent links with the local school as the older children attend the school and the pre-school until they start school full time. Children also benefit from having the pre-school leader as their regular

class room assistant, ensuring they receive continuity of care and activities can be continued at the pre-school setting. They have fun taking part in art and craft or cooking activities to celebrate different festivals and cultures. This develops their knowledge and understanding of the wider community and diversity.

Children use mathematical language. They compare 'long', 'short', 'big' and 'small' resources. They follow instructions to place items 'next' to and 'underneath'. Children talk about and recognise the simple patterns they can create in the sand, marking it out with 'lines'. They see shapes in their play equipment, such as 'circle'. Children count in sequence and use number names in familiar context. More-able children are aware which number represents their age. Children count chairs at snack time with confidence and more-able children do simple calculations, for example, by adding or taking away chairs. Children sort items into the correct sizes during the teddy bear game. They are beginning to develop control with pencils to form clear lines to draw shapes, numbers and letters. Children link sounds to letters to recognise their own name or that of their peers. They are aware that we write for different purposes, such as labelling items, making notes for ourselves or in cards for anniversaries.

Children express and communicate their ideas through art and craft activities or songs. They link songs to stories and books, such as 'Toffee's Night Noises'. Children enjoy making brightly coloured pictures using glitter and tissue paper to put on display in the pre-school. Children have basic opportunities to develop their skills with information and communication technology as they use the tape player along with the musical instruments.

Helping children make a positive contribution

The provision is good.

Children are effectively cared for by staff who work with parents to meet their individual needs and ensure they are fully included in the setting. Procedures to keep parents informed about the provision are good. The parents are encouraged to be involved in the parents' rota and are given feedback about their children's development verbally and through their child's scrapbook. The parents are aware of the complaint procedure and the policies and procedures of the setting are readily accessible. Effective arrangements are in place to care for children with learning difficulties. For example, staff have attended training to help children who have learning difficulties.

Children have a good sense of belonging and are confident and competent in their surroundings. For example, they independently select the activities provided. They discuss any news or any item they have brought in from home at circle time. The staff have a good understanding of the behaviour policy and are positive role models. They quickly intervene if children become disruptive. As a result, children learn to respond to appropriate expectations for their behaviour. The children play with toys and equipment that positively represent race, disability and culture. They celebrate various cultural and religious festivals, such as Diwali and Chinese New Year. The children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. The staff involve parents with their children's education through information displayed on the parent noticeboard. For example, information regarding the six areas of learning is displayed in the room along with the planning for the week. The parents are encouraged to be involved in themes, such as letter themes. The parents receive detailed information about the setting when their child starts and are given a parents' pack which includes the policies and procedures.

Organisation

The organisation is good.

Thorough vetting and induction procedures make sure the children are cared for by staff who are suitable to work with children. Comprehensive policies and procedures are in place to allow the effective running of the pre-school and to keep children safe, healthy and safeguard their welfare. Sessions are organised so that children enjoy large and small group activities, as well as one to one care when required. Throughout the session they benefit from both planned activities and free choice. The organisation of resources enables them to choose their play independently. Children are stimulated and sufficiently challenged. Overall, the provision meets the needs of the range of children for whom it provides.

Leadership and management is satisfactory. The managers promote the development of staff through the appraisal system and regular staff meetings. The pre-school has close links with the local primary school and this ensures there is consistency in the children's care and education. The majority of children from Appleton Roebuck Pre-School attend the reception class at Appleton Roebuck School and have settling visits so that they feel secure and relaxed about the change in their routine when they move on. The plans for nursery education are monitored and evaluated regularly. All staff work together to plan activities and play for children to learn and make progress.

Staff have developed positive working relationships and are committed to promoting an inclusive environment in which every child matters. They have a commitment to continual improvement and are striving to make the best of the space, facilities and resources available to them to benefit all of the children.

Improvements since the last inspection

At the last inspection the setting was asked to improve the hand washing facilities for children. Children are now protected from the spread of infection as they use the sinks in the toilet area with soap dispensers and individual paper towels. A communal bowl is now only used after craft activities. Children follow hygiene procedures confidently and can clearly explain why they wash their hands prior to eating and after visiting the toilet.

The setting was also asked to develop a lost child procedure. Children are now safeguarded as the setting has developed a detailed policy to follow in the event of a lost child. The setting was also asked to obtain a visitors' book. All visitors to the setting are now recorded in the daily register, ensuring visitors are monitored and that children are protected from adults who have not been vetted.

At the last nursery education inspection the setting was asked to improve their role play opportunities. Children now have good opportunities to play imaginatively in a role play area or develop their own role play in other areas of the setting. The designated role play area is changed regularly to correspond to the theme or the interests of the children.

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):

- improve safety with relation to the fire procedure.

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):

- improve assessment systems to ensure that staff record what is to be included in the next steps for learning
- improve the organisation of story time.

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