

Holgate Pre-School

Inspection report for early years provision

Unique Reference Number	321496
Inspection date	16 January 2008
Inspector	Vivienne Dempsey
Setting Address	Holgate Methodist Church, Acomb Road, York, North Yorkshire, YO24 4AE
Telephone number	07761 861875
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Registered person	The Trustees of Holgate 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.

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?

Holgate Pre-school has been running for over 30 years and is a voluntary run group. It operates from Holgate Methodist Church, Acomb and serves the local community. The group uses the first floor of the premises which has two rooms and an adjoining wide landing area. There is a large outside area which is suitable for outdoor play.

The group cares for 44 children of which consists of 25 two year olds, 14 three year olds and five four-year olds and 18 children are in receipt of nursery education funding. The setting offers support for children with learning difficulties or disabilities and who speak English as an additional language.

The group operates from Monday to Friday between 09.30 to 12.30, term-time only. The group provides 24 places for children aged two years to five years, although the majority of children leave to go on to nursery school before then.

The group has seven members of staff, all staff work on a part-time basis. Most have a relevant childcare qualification and one member of staff is working towards gaining a recognised qualification.

The group is a member of the Pre-School Learning Alliance and receives some support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children enjoy a range of opportunities to be involved in physical play, both inside and outside. They have fun bouncing on the indoor trampoline, climbing through the tunnel and sliding down the slide. They have regular use of the large hall, if the weather is unsuitable, where they have fun riding on bikes, scooters and large cars.

Children are cared for in playrooms which are suitably clean. They are encouraged to follow good personal hygiene routines as they wash their hands before eating and after using the toilet. There are suitable procedures in place for the recording of accidents and the administration of medication, parents sign to acknowledge entry keeping them informed at all times. However, consent for emergency medical advice or treatment has not been requested from all parents. This compromises some children's welfare in the event of an emergency.

Children are provided with an appropriate range of healthy snacks, which include fresh fruit and vegetables. Drinks are made available to the children at snack time and fresh drinking water is freely available throughout the session. Staff work with parents to ensure children's dietary needs are met.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The staff provide a warm, welcoming and friendly environment for parent, children and visitors. Sufficient space is available, and furniture and resources allow children easy independent access. Emergency evacuation procedures are available and they are practised regularly with the children, a record is maintained. Risk assessment systems are in place, however, all risks are not fully assessed. For example, the hot pipes from the boiler are within easy reach in the children's toilet area.

There is a suitable range of toys and resources available which are appropriate to the children's interests and stage of development. Equipment and resources are stored appropriately so children are able to make choices for themselves and direct their own play.

Staff have a good understanding of their role and responsibilities regarding child protection and most have attended training. There is a child protection policy in place that includes the procedures to be followed in the event of an allegation against staff. All of which safeguards children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time at the setting and separate from their carers well. They are happy and settled and have good relationships with staff and are developing good relationships with each other. The staff create a caring environment which helps children feel comfortable and at ease.

There is good adult to child interactions which supports and develops children's communication skills.

A suitable range of activities is set out for children's arrival. Staff are developing the implementation of the 'Birth to three matters' framework, which helps support younger children's learning. Younger children are supported well during their initial sessions, which has a positive effect on their sense of security. Children's self-esteem is developed as they receive appropriate praise and encouragement for their achievements.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have appropriate knowledge and understanding of the Foundation Stage, therefore, children make sufficient progress towards the early learning goals. Activities are suitably planned and cover all areas of learning. Staff are beginning to observe and assess children's learning, however, these are not always used to inform future planning and assessments are not always linked to the stepping stones.

Staff are developing a stimulating and interesting environment, where children have independent access to all activities and resources. This helps to motivate children to learn. Staff manage children's behaviour well by offering lots of praise and encouragement while also being good role models.

Children have a positive approach to new experiences and show high levels of involvement as they stay at activities for extended periods of time. For example, children have fun drawing around other children then making collage pictures of them. Children separate from parents and carers with confidence and have good relationships with staff and peers.

Children have access to books and enjoy sitting in the book area reading stories on their own and in small groups. For example, children enjoy listening to 'Each peach pear plum', they confidently talk about the pictures and discuss who they might find next. There is good opportunities for children to develop their writing skills and the mark making area is well equipped. However, children have limited opportunities to recognise and write their own name.

Children are beginning to learn about shape and are using size language appropriately. For example, they compare the size of their bread sticks at snack time, 'mine is the biggest, yours is smaller than mine'. They have fun comparing the colour and size of the compare bears and staff support children to successfully complete matching cards. Children are developing an understanding of numbers and use counting within daily activities and most children can confidently count up to ten and beyond.

Children have a range of opportunities to develop their physical skills, including daily use of the large hall and outside area, weather permitting. They ride tricycles skilfully, crawl through the tunnel and climb on the climbing frame. Children have good levels of hand-eye coordination, as they confidently use scissors and small tools. They enjoy exploring a range of malleable materials, such as rolling the dough and squeezing it between their fingers.

Children have some opportunities to explore and investigate. For example, they have fun digging for potatoes and carrots in the compost. They enjoy collecting leaves and discussing the changes to the trees and seasons. They have access to a computer and show an interest in how things change, such as watching how seeds they plant grow into beans and sunflowers.

Children have some opportunities to develop and use their imagination, for example, a home corner and some dressing-up costumes are available. However, role play opportunities are limited. They have access to a range of musical instruments from around the world and enjoy joining in with action rhymes, such as 'head, shoulders, knees and toes'.

Helping children make a positive contribution

The provision is good.

All children are welcomed into the setting and participate fully in all activities because staff know children well and value and respect their individuality. There is a key worker system in place which helps develop staff's awareness of the children's individual needs. The setting has good systems in place to support children with learning difficulties and disabilities.

There is good behaviour management procedures in place and children are well behaved and they learn to share and take turns. They receive good praise for positive behaviour and the settings rules are clearly displayed. Children access a good range of activities and resources which increase their awareness of diversity and the wider world. For example, they have fun celebrating Diwali, creating an Indian market stall, tasting Indian food and making flower garlands and clay tea lights. Children's spiritual, moral social and cultural development is fostered.

Partnership with parents and carers is good. Children benefit from the positive partnership staff have developed with their parents. Information about the child's individual needs is actively sought from parents before the child starts. Information is displayed on a notice board and written details about the setting and activities available are issued to them. Parents have good opportunities to be involved in their child's learning and a parent's rota system is in place. They are able to contribute to their child's development records, for example, bringing pictures in from home of significant events to put into their child's development book. They receive regular newsletters and daily opportunities are available for a two way sharing of information to ensure continuity of care. Parents are very happy with the pre-school and the service they provide.

Organisation

The organisation is satisfactory.

Children feel at home at the setting. Suitable staff recruitment procedures are in place and all staff currently working at the setting have been vetted. Adult to child ratios are maintained and a record of attendance is in place. Most staff have a first aid certificate and are suitably qualified. This means children's welfare is safeguarded.

Documents are available for inspection and are stored confidentially. A good range of policies and procedures are in place and shared with staff and readily available to parents.

Leadership and management of the nursery education is satisfactory. The staff work well as a team and are keen to develop the provision and attend appropriate training. The manager has clear expectations of the staff. Staff meetings are held regularly and there are systems in place to monitor staff practice and evaluate the quality of the provision. This enables the manager to identify 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 setting was asked to develop equal opportunities resources, particularly in relation to knowledge of cultural and racial diversity and to devise an effective process for parents to contribute to children's development records. The setting was also asked to pursue updating of Criminal Records Bureau checks for some members of staff. The setting has developed the resources to promote children's understanding of diversity and parents are now able to contribute to their children's development records. Criminal Record Bureau checks are now all in place for current members of staff working at the setting.

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):

- request consent for emergency medical advice or treatment from all parents
- ensure pipes in the bathroom area do not pose a hazard to children.

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 the use of observations to inform future planning and develop assessment systems to show children's development linked to the stepping stones
- increase the opportunities for children to recognise and write their names.

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