

Embsay with Eastby Pre-School Playgroup

Inspection report for early years provision

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| Unique reference number | 400454 |
| Inspection date | 14/05/2009 |
| Inspector | Dawn Bonica Brown |
| Setting address | The Village Hall, Main Street, Embsay, Skipton, North Yorkshire, BD23 6RE |
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| Type of setting | Childcare on non-domestic premises |

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Embsay and Eastby Playgroup has been registered since 1967. It is managed by a voluntary management committee of parents and is a registered charity. The playgroup operates from Embsay Village Hall, which is a single storey building, serving the local community of Embsay and Eastby. Children are accommodated in one room of the building, with sole use of the room, associated facilities and access to an enclosed outdoor area. The building has disabled access.

The playgroup is registered to care for 20 children in the early years age group. There are currently 35 children on roll who attend for a variety of sessions. The setting provides support for children with learning difficulties and disabilities. It is open during term time only from 09.00 until 12.00, Monday to Friday, and on Tuesday and Thursday it also opens from 13.00 until 15.00.

There are six members of staff who work with the children, of whom five hold an appropriate early years qualification. One member of staff is working towards a qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Staff recognise the uniqueness of each child and meet the needs of all children routinely. The setting supports every child so that no group or individual is disadvantaged. Children make good progress in almost all aspects of their learning and development.

Children's welfare is promoted well. Partnerships with parents and with other providers of care is used effectively to promote good quality education and care. The setting's plans for improvement, including their processes of self-evaluation, are effective and their plans for the future are targeted to bring about further improvement to the provision and good outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- undertake more effective observations of children's development by identifying their significant achievements and continue to improve the plans for the next steps in their development.

To fully meet the specific requirements of the EYFS, the registered person must:

- maintain a record of the risk assessments undertaken and record when and by whom they have been checked. (Suitable premises, environment and equipment)

21/05/2009

The leadership and management of the early years provision

The setting demonstrates good maintenance of records, policies and procedures in almost all areas. Adults ensure that the needs of all children are met. They keep the required policies up to date and make them available for parents. These include effective policies for the protection of children. The adults who care for children remain suitably qualified to do so and keep abreast of new developments in child care. For example, almost all staff retain a current and relevant first aid certificate. Risks to children are reduced or eliminated through appropriately monitored risk assessments. However, the setting does not maintain a record of who undertakes them or when, which is a breach of the specific legal requirements.

All adults in the setting take rigorous steps to safeguard and promote the welfare of the children and to provide high quality education. Management continually strives to improve the service through effective staff monitoring and appraisal, which leads to greater understanding of how children learn. The staff are skilled practitioners who are keen to attend training to raise the standard of care provided.

Since the last inspection the setting has made sound improvements. Management undertakes suitable self-evaluation which leads to a clear understanding of the strengths and weaknesses of the provision. For example, completed questionnaires from parents help staff to identify and address areas for further improvement, such as, ensuring that all staff meet and greet parents and children at the beginning of each session.

Inclusive practice is promoted extremely well. The inclusion policy outlines how children with learning difficulties or disabilities are identified and supported and states that children with additional needs are given priority for admission. Staff have established good relationships with parents and their involvement in the setting contributes greatly to children's overall progress. Parents comment positively on the provision and praise the staff highly for their commitment to the children and the high quality of care they provide. Staff work effectively with other agencies to provide continuity of care and education for the children attending.

The quality and standards of the early years provision

Staff know how children develop and support their learning well in almost all aspects. They use the key worker system effectively to develop excellent relationships with children and ensure they meet their individual needs. For example, the outdoor play area appeals to all the children and encourages discovery play and cooperation extremely well.

The learning environment is well organised. All resources are accessible to all groups of children. The setting is welcoming and inviting with attractive play areas that encourage children to explore. Children help themselves freely from boxes of

toys on low shelves with pictures of the contents on the front. They play together cooperatively through skilful encouragement from staff. For example, they use a variety of ropes, including springy ones to develop interesting role play, such as towing each other's wheeled toys. Staff facilitate a café style system for children to enjoy snacks with their friends. They choose from a menu selection which includes toast, cereal with milk and fresh fruit. Drinks are available from the café for children to help themselves whenever they want.

Staff help children to develop an understanding of dangers and how to stay safe. For example, they discuss outings with children before they are undertaken and children volunteer information about what they consider to be the dangers, such as cars. The children then plan how they will protect themselves on the roads by 'staying on pavements, only crossing roads with adults and holding adults hands'.

Staff help children to be active and understand the benefits of physical activity through good outdoor access, which enables them to play outdoors whenever they want. It is very well resourced and provides consistent play, covering all areas of learning. During wet weather children still play outdoors under a gazebo, engaging in creative activities and reading. Children's creativity and ability to solve problems is promoted well as they discover new ways of using familiar substances, such as pouring water down a funnel and through a hose attached to the fence, which they then measure to see how much water has been lost in the process. Children discover the habits of garden creatures as they search for earthworms, snails and spiders.

Information from observation and assessment is used to ensure that children achieve in relation to their starting points and capabilities. However, their significant achievements are not clearly identified and staff do not give sufficient indication of how they intend to promote the next steps in children's development.

The adults in the setting enhance children's understanding of the wider world by providing good resources that help them to understand the beliefs and customs of others. Their experience of the local community is extended through visitors to the group, such as the dentist. Children are taken to local places of interest, such as the fire station, which expands on their knowledge of 'people who help us'.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

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| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 2 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 2 |

Leadership and management

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| How effectively is provision in the Early Years Foundation Stage led and managed? | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others? | 2 |
| How well are children safeguarded? | 2 |

Quality and standards

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 2 |
| How well are children helped to stay safe? | 2 |
| How well are children helped to be healthy? | 2 |
| How well are children helped to enjoy and achieve? | 1 |
| How well are children helped to make a positive contribution? | 1 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

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