

Derwent Valley Pre-School

Inspection report for early years provision

Unique reference number

400288

Inspection date

09/07/2009

Inspector

Linda Cook

Setting address

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Derwent Valley Playgroup is a voluntary, committee run pre-school provision. The group operates in the village hall in Hutton Buscel, which is just off the A170 near West Ayton, to the west of Scarborough. The group have the use of the large hall in the community building. There is also an enclosed garden area for outdoor play and learning. Established in 1968 and registered since 1992, it serves mainly the immediate locality including the nearby villages of East and West Ayton and the surrounding rural area. Opening hours are from 9.15 to 13.00 Monday and Tuesday and from 09.15 to 12.00 Wednesday to Friday in term time only. An associated toddler group runs on Mondays from 13.30 to 15.00.

The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register for a maximum of 24 children at anyone time. They provide funded nursery education places for those children of eligible age. For this they have the regular support of the local authority. There are currently 30 children on roll. The committee employs three staff to work with the children, who have appropriate qualifications and experience. The group also welcomes parental support.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. An inclusive, safe and welcoming service is provided which fully promotes children's welfare. Children make good progress in their learning and development in relation to their starting points. Partnerships with parents, contribute significantly children's development, and their needs are fully supported and met. Regular monitoring and self-evaluation staff ensure that any priorities for future development are identified and acted on, building on the good practice in place.

What steps need to be taken to improve provision further?

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

- continue to develop partnerships with other provisions children attend that are delivering the Early Years Foundation Stage (EYFS)
- continue to develop systems of observation and assessment to clearly show children's progression and planned next steps in a user friendly format which includes parents contributions.

The leadership and management of the early years provision

The setting has a welcoming atmosphere with enthusiastic, approachable leader and staff who work well together as a team promoting children's welfare and learning. Records, policies and procedures required for the safe and efficient management of the setting are in place, shared and understood by all. These are

frequently reviewed and ensure all children are safeguarded, included and their needs met. Robust systems are in place for recruiting and checking the suitability of new staff and volunteers. All staff receive regular feedback through appraisals, where development and training needs are identified.

Partnerships with parents is a key strength. Parents are actively encouraged to contribute their ideas and opinions on the setting through questionnaires and their views are used to inform plans for improvement. Information is gathered from parents and used to identify starting points in children's learning and to plan for each child's particular needs. Although at present this is not evidenced in children's learning records. Parents are kept fully informed of their children's achievements through verbal discussion at delivery and collection and the home to pre-school diaries. These contain observations and photographs to show children's enjoyment. Parents who gave feedback at the inspection visit were very appreciative of the service provided. They state their children enjoy the time spent at the setting, look forward to attending and that they are kept fully informed of their progress by friendly and approachable staff.

Management and staff recognise the value of continuous quality improvement and how it impacts on children's achievements. They evaluate and monitor their practice to identify areas for improvement and are receptive to outside support. Support from outside agencies is sourced and accessed when more specialist expertise is needed, for example, speech and language therapy this ensures the needs of all children are considered and supported. For children who attend more than one setting, communications are in the process of being developed to ensure continuity in children's learning, but are not yet fully effective. There are good links with local schools and early years teachers visit the setting to aid smooth transitions to school.

The quality and standards of the early years provision

Staff are knowledgeable about how children learn and of the Early Years Foundation Stage framework. Observation and assessment draws on what children know and can do and what skills they need to develop. These systems are currently being reviewed to more effectively meet the requirements of the new EYFS. Positive links with parents and good systems for sharing information ensures that parents are well informed about their child's progress. Parents are actively encouraged to share their knowledge and skills in the setting. This supports children's knowledge and understanding of the wider community and to appreciate and value others.

Children are happy and settled as each child's individual needs are provided for. They participate eagerly and with enjoyment in a well resourced learning environment. All areas of learning are delivered through planned, purposeful play, with a balance of child-initiated and adult-led activities. Children are confident to select their own resources to extend their play and motivate their learning. They develop their independence to a good level as they move freely and safely between the indoor and outdoor environment, attend to their personal care needs and self-select activities and resources.

Children communicate well and staff use sensitive questioning techniques skilfully to extend children's language and thinking. Children begin to learn that print carries meaning and to recognise letters and their corresponding sounds. For example, as they name and sound out the letters of their name or pretended to take orders from the menu in the cafe. They count and learn to recognise shapes in their every day play activities. They have access to a computer and a range of other programmable resources which increases the understanding of information technology. Children develop their awareness of the wider world as they talk about the weather and grow vegetables and flowers. They celebrate different festivals from their own culture and that of others through out the year. Older children play well together and enjoy the company of their peers they play co-operatively together as they act out scenarios in the role play areas.

Staff manage children's behaviour consistently and with sensitivity so that they learn how to behave with care and consideration for others. Children frequently show empathy for others and acts of kindness are evident, such as willingly sharing resources. They learn the importance of a healthy lifestyle and enjoy nutritional snacks. Overall, children have fun, make good progress in their learning and development and gain considerably from their time in the pre-school.

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

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

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

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?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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