

North Duffield Under Fives

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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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*.

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Description of the setting

North Duffield Under Fives has been registered since July 2002, and is run by a volunteer committee. It operates from the sports pavilion in North Duffield, a village on the outskirts of Selby in North Yorkshire. Facilities include, an open plan playroom, kitchen and toilets, and an enclosed area for outdoor play. Opening times are, Monday to Friday, term time only, from 9.15 am to 11.45 am, with an optional lunch club from 11.45 am to 12.45 pm. Afternoon sessions also operate on Thursday and Friday from 12.45 pm to 3.15 pm. The setting is registered by Ofsted on the Early Years Register to care for a maximum of 24 children at any one time, and there are currently 30 children on roll within the early years age group.

There are six staff employed to work directly with the children. The manager has childcare qualifications at level 3 and 4, three staff have level 3 and two are working towards a qualification. In addition, two of the staff team are working towards a foundation degree. The setting receives support from the local authority development workers, and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well in this very welcoming setting where they are valued highly as individuals. They are offered a very good range of activities both indoors and outside, which foster their interests and ensure they make good progress towards the early learning goals. Excellent relationships are established and maintained with the parents to ensure children's individual needs are met, although relationships with providers of other settings the children also attend are not yet fully developed. All of the required documentation is in place, but this sometimes lacks the necessary detail, and very good systems are in place to monitor and evaluate the setting, with staff, parents and children fully involved in the process. This collaboration ensures the continuous improvement of the setting, resulting in a service that is responsive to the needs of all its' users.

What steps need to be taken to improve provision further?

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

- ensure the records of attendance and accidents include all the necessary detail
- continue to develop the partnerships with providers of other settings the children also attend, to ensure continuity in their learning and development.

The effectiveness of leadership and management of the early years provision

The manager has a clear vision of what she wants to achieve for the setting. She is very forward thinking and works closely with the very supportive committee, parents and other agencies, to ensure very good outcomes for children. The friendly and dedicated staff team work very well together. They are very clear of their role and responsibilities and have a very good understanding of safeguarding children from harm, and their responsibilities regarding child protection issues. They provide a bright and stimulating environment that is conducive to children's learning, and take their role as the children's key person seriously. For example, they meet each week as a team, to discuss, and plan for the next steps in the children's learning. Clear and effective systems are in place for the recruitment of any new staff and for their induction, with annual appraisals ensuring the continuing suitability of all members. All staff show they are very committed to developing their knowledge and practice through training. Documentation is maintained well overall, however, the records of accidents sustained by the children, and the records of staff's attendance do not always include their full names.

The setting is highly committed to promoting equality and diversity and providing a service that is fully inclusive to all children and their families. Children who have additional needs or speak languages in addition to English are supported very well. Staff work very closely with their parents and any other agencies involved in their care, to ensure they receive the support they need, and they learn key words in the additional language to aid communication. Excellent partnerships are fostered with the parents. For example, home visits are offered prior to the children starting at the group, which helps to form the foundations of warm and trusting relationships, and a wealth of useful information is displayed in the entrance for them. High priority is given to involving the parents in the children's learning. For example, on arrival they help their child to self register and to write and post the answer to the 'question of the day' in the correct box. Parents spoken to at the inspection were all very complimentary, stating that they find the staff 'very caring and approachable', and 'feel secure leaving their children at the group'.

Very good systems are in place to monitor and evaluate the provision and identify areas for future development. All staff and the committee have been involved in contributing to the Ofsted self-evaluation form, parents are asked for their opinions of the service and the children are consulted as to what they would like to see included in the setting. As a result, extra sessions are now offered in response to parent's comments, and at the children's request a grassed area and area for digging has been incorporated into the outdoor area. All recommendations from the previous inspection have been addressed, and staff have identified that they want to make the policies and procedures more accessible and provide a web site, to further enhance the partnership with parents. Good relationships have been developed with the village school that the children move onto, to ensure a smooth transition. For example, the older ones make regular visits to the reception class, and all the children are invited to attend activities, such as the harvest festival celebrations.

The quality and standards of the early years provision and outcomes for children

Children develop very good relationships with the staff, and feel safe and secure in their care. For example, they confidently describe how they would go to them if they were feeling upset. Staff provide a very good balance of adult-led and child-initiated activities, which enables the children to learn in different ways. For example, they listen to stories as a whole group and have excellent opportunities, to follow their own interests and choose their own resources. As a result, they are keen to learn and occupied in purposeful play at all times. Key staff maintain a learning journey for each child, which include written observations, anecdotal photographs and identify the next steps in the children's learning. These are available for parents to access freely in the entrance, and the children are encouraged to look at them with the staff and discuss the contents.

Staff give high priority to fostering children's personal, social and emotional development. As a result, the children's behaviour is excellent. They are very polite, play well together and are very independent. For example, they confidently initiate their own play and decide when they want to go outside or have their snack. They have excellent opportunities to learn about their own community and the wider world. For example, they take part in walks around the village, visit the coast and the nearby common, and have enjoyed a visit to the library to listen to an author reading her book. They regularly celebrate festivals from around the world, and show great interest and curiosity as they listen to stories read by a parent in the Finnish language. Children have good opportunities to develop their imaginative play in the well-resourced role play area. For example, they learn valuable life skills as they take care of the dolls and pretend to cook scrambled eggs. They spontaneously use number for a purpose as they set the timer on the 'microwave' and they solve problems, such as deciding to cut their dough 'sausages' in half, so they will fit in the pan. They initiate their own creative ideas, such as deciding to make a picture of a boat, when they confidently cut out shapes from paper and stick these together to complete their planned idea.

Staff support the children's understanding of keeping themselves safe and healthy very well. For example, they discuss safety issues relating to their use of 'real' tools, such as full sized hammers, as they construct with pieces of wood. As a result, the children remind one another to stand out of the way as they use these. They discuss why they need to wear a life jacket before they go on a boat trip, and visits from the fire service and community police officer also help to reinforce their understanding of fire and road safety. Children relish being in the outdoor area. They enjoy digging in the sand and show good control as they use wheeled toys. They initiate their own ideas as they play in the water, such as emptying the contents of the tray to make a puddle, which they then have great fun splashing in, making sure they put on waterproofs and wellingtons first. They understand the importance of washing their hands before they eat and they independently access their own tissue to blow their nose, putting it in the bin afterwards. They spontaneously cover their mouth if they cough and explain this helps to stop

germs. They learn about eating healthily. For example, they enjoy slices of apple and cucumber for their snack, have learnt how to make bread from a visiting baker, and they recently made vegetable soup for their harvest meal, which parents were invited to share.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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