



# **Yardley Gobion Pre-School, Yardley Gobion Children's Centre**

Inspection report for early years provision

<b>Unique Reference Number</b>	219971
<b>Inspection date</b>	14 October 2005
<b>Inspector</b>	Rachael Mankiewicz
<b>Setting Address</b>	School Lane, Yardley Gobion, Towcester, Northamptonshire, NN12 7UL
<b>Telephone number</b>	01908 543456
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<b>Registered person</b>	Yardley Gobion Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 good.

### WHAT SORT OF SETTING IS IT?

Yardley Gobion Pre-school moved to the purpose built Yardley Gobion Children's Centre in 2002, having previously been based at two other settings in the village over many years. The centre, which has its own enclosed outside area, is situated next to the village primary school and there is a large recreation area close by.

The group is open each morning during school term times from 09:15 until 12:00, with a lunch club open until 13:00 when numbers permit. Children attend for a variety

of sessions. The setting supports children with special needs and those who speak English as an additional language. There are currently 26 children on roll with 14 receiving the nursery education grant.

There are 4 members of staff working regularly with the children, of whom 2 have Level 3 qualifications in early years care, and with another working towards a relevant qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership and is a member of the Pre-School Learning Alliance..

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

Children benefit from a clean, warm, comfortable and child-friendly environment. They explore and develop physical control as they participate in stimulating indoor and outdoor experiences. For example, all children use the climbing frame and other equipment to their own ability and they stretch and use their bodies to express themselves as they take part in movement sessions whilst listening to music. They begin to understand that exercise affects their bodies as they run around on the safety surface area and negotiate obstacles on the ride-on toys. Further physical activity takes place around the local environment. Children move spontaneously and with confidence in the available space, moving freely between indoor and outdoor activities.

Children learn about healthy living as they enjoy a range of freshly and nutritious snacks. Children try new tastes, express their enjoyment and use good table manners during the sociable meal times. They can access drinking water themselves and regular fluids are encouraged, particularly in the hot weather.

Children's care is enhanced by the good procedures and practice followed by the staff, and as children imitate the staff and share good practice in health and personal care routines. Their welfare is safeguarded because staff have up to date knowledge of first aid in the event of any accident, and appropriate procedures are in place if children are unwell. Children are learning about their personal care through daily routines and planned activities. They readily wash their hands after messy play, before snack and after touching the animals, and older children are aware that they are helping to prevent the spread of infection.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children are safe as a result of the adults' very good awareness of health and safety and because all reasonable steps are taken to reduce the risk of accidents. Thorough risk assessments, excellent security procedures and good supervision allow children freedom to choose activities that offer variety and challenge within safe limits. Children use a wide range of safe, good quality, developmentally appropriate

resources, which are organised to encourage independent choice. They begin to take personal responsibility for their safety as they play enthusiastically but safely on play equipment and ride vehicles sensibly. They learn about road safety as they practise on their vehicles and transfer their knowledge as they walk around the local environment. Children safely manipulate tools and implements and develop hand-eye coordination as they use scissors in many activities and cut vegetables to make soup.

Children are well protected because staff have a clear understanding of the local child protection guidelines and procedures, and take full responsibility for the welfare of the children in their care.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children play, learn and have fun with the company of friends and adults at the pre-school. They benefit from the care and encouragement of knowledgeable staff in the welcoming learning environment. Children develop their independence and learn to play in groups as they participate in a range of interesting activities. For example, they all help to mix bird food for the feeders and enthusiastically take part in counting songs. They are developing positive relationships as they listen and communicate well with each other and with the adults. Children use their imaginations well and with enjoyment as they take part in a wide range of art and craft activities and music. They freely and confidently express their ideas in the comfortable and friendly environment. Their perseverance to complete activities and their confidence to share feelings develops as they play. Children's needs are met through effective organisation and planning for the progress of all children from two to five years. Staff are at the initial stages of using the 'Birth to three matters' framework as a formal developmental system for the younger children.

### **Nursery Education**

The quality of teaching and learning is good. Children participate enthusiastically in the planned activities on offer and as they take the initiative, choose resources and express ideas. They use their imagination well as they participate in role play using a good range of costumes and props. Children begin to make sense of the world around them as they explore a variety of materials. For example, the children measure the ingredients for the cheesy pastry leaves and discover how they change as they rub them together and then add water. They investigate how things are made and how they work as they explore construction materials. Information technology is developed through good access to the computer and office equipment. Children are aware of their own bodies and their ability to use their senses through planned and unplanned activities. They have a good awareness of the natural world around them and of the changing seasons as they explore the local environment and go for walks to collect leaves. Children begin to explore the wider world through visits to the school and shops, looking at holiday destinations and taking part in the celebration of festivals.

Children develop good relationships with staff and each other, as they take turns and

work together well in small and large group activities. Children interact and chat, showing awareness of the listener and listening well. They understand that print has meaning and make marks freely throughout their activities. Older children are beginning to develop the use of mathematical ideas to solve problems in planned activities and by participating in many day-to-day domestic routines. For example, children compare the size of towers as they successfully construct the marble run and they work out how many children can sit at the snack table.

Staff make effective use of time and resources to provide a broad and balanced range of activities and experiences across the six areas of learning which motivate the children and enable them to make progress. Observations and assessments of children's progress towards the early learning goals and information gained from the parents are recorded on children's individual play plans which are used generally to inform planning. Children are encouraged to make the most of their experiences by the staff's careful consideration of what the child might be able to learn. The key worker system which is in place ensures that one member of staff takes a special interest in the development, welfare and progress of each child in their group. Appropriate individual challenge is ensured through good questioning and enabling by the knowledgeable staff, but the extension of the children's learning and individual needs are not always evident on the planning.

### **Helping children make a positive contribution**

The provision is good.

Children are made welcome and are respected as individuals by staff who appreciate the children, value them as individuals and the part they play at the pre-school. They begin to feel a sense of belonging as they gain confidence through making choices about which activities to do. Good access to resources enables the children to develop their interests. They begin to understand if they choose to access equipment it must be in consultation with other children who may be affected by their choice, for instance when playing on vehicles outside. Older children understand their own needs and begin to respect the needs of others. They make sure their friends are included in the activities and are aware that some children have different needs to themselves. Good levels of staffing enables children with individual and special needs to gain the most benefit from being part of a group. Gaining knowledge of different cultures and religions as they celebrate festivals and learn about their friends from different countries helps them understand about the diversity of the wider world. They enjoy meeting people from the local community as they walk around the village and join in activities at the school and locally. The positive approach fosters children's spiritual, moral, social and cultural development.

The children behave very well as they are made aware of what is appropriate behaviour. They respond well to the consistent boundaries set them and the encouragement to behave well given by the caring staff. Older children begin to take responsibility and manage their own behaviour and that of other children as they remind each other it is time to tidy up, and take turns with resources.

The children's well-being at the pre-school is enhanced by the good partnership with

parents and carers. Parents are informed about how the pre-school operates and the activities provided through a prospectus, written notices, and newsletters. Staff obtain information about the children's needs, and their achievements are recorded on settling in at the nursery. Children's progress is fostered by regular discussions to ensure that parents know how their children are developing. However, parents have limited information about future activities and how they can extend their children's learning at home. Parents speak positively about the pre-school, the staff and their child's achievements. Children benefit from the involvement of their parents with the setting.

## **Organisation**

The organisation is outstanding.

Children's care and learning are enhanced by the good organisation of space and resources which helps them make the most of play and learning opportunities. All documentation which contributes to children's health, safety and well-being is in place and is reviewed regularly to ensure that the needs of the individuals are met. Effective procedures are in place to ensure that staff and committee are appropriately vetted and qualified as necessary. Children benefit from the good staff to child ratios and the care given by qualified and skilled staff, as can be seen through the good supervision and interaction.

The leadership and management of the nursery education is very good. All staff are committed to continuous improvement and development of the nursery care and education to benefit the children. The staff and management work together very well as an effective and committed team with clear aims underpinning the care given. Policies and procedures are reviewed regularly as part of monitoring the quality of care and education and to achieve accreditation under a quality assurance scheme. Overall, the provision meets the needs of the children who attend.

## **Improvements since the last inspection**

At the last care inspection, the registered provider was asked to develop the staff's awareness of child protection issues and to review documentation regarding complaints. Children's welfare is enhanced by the progress made by the staff in the area of child protection. The complaints procedure has been made available to parents, although a recommendation has been made at this inspection to ensure a complaints record is in place.

As a result of the last inspection of the nursery education, the registered provider was asked to review children's independent access to resources, to look at the areas of language and numeracy, and to review the parents' contributions to their children's learning. The three areas have been reviewed to allow children to make further progress.

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

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.

## **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 good.

### **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):

- consolidate all staff's knowledge and understanding of the needs of children under 3 years and how to plan for their progress, for example by using the 'Birth to three matters' framework

#### **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):

- continue to monitor the level of challenge for each child and review ways in which the planning and suggestions for extending children's learning at home can be made available to parents.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)