

# Poppleton Under Fives Group

Inspection report for early years provision

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<b>Unique reference number</b>	321485
<b>Inspection date</b>	24/05/2010
<b>Inspector</b>	Diane Lynn Turner

<b>Setting address</b>	Methodist School Room, The Green, Upper Poppleton, York, North Yorkshire, YO26 6DD
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<b>Email</b>	
<b>Type of setting</b>	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**

Poppleton Under Fives Group has been registered since July 1992 and is run by a committee of volunteers. It operates from the Methodist School Rooms in Upper Poppleton, a village on the outskirts of York. The accommodation consists of one main playroom, a smaller playroom, toilet, kitchen and storage facilities, and has an enclosed play area to the rear of the premises. Opening times are Monday, Wednesday, Thursday and Friday between 9.15am and 11.45am, and Monday from 12.30pm to 3pm, during term time only.

The group is registered by Ofsted on the Early Years Register to care for a maximum of 24 children in the early years age group at any one time, none of whom may be under the age of two years. There are currently 34 children on roll. There are three members of staff, two of whom have appropriate childcare qualifications at level 3 and 2, and one is working towards level 3. The group receives support from the local authority's Early Years Development Advisor and is a member of the Pre School Learning Alliance and the Poppleton Early Years Childcare Partnership.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children settle well and enjoy their learning in this very welcoming setting where they are offered a good range of activities, both indoors and outside. Staff value the uniqueness of each child and through the very effective key-person system, and excellent relationships they foster with the parents, they very successfully meet the children's individual needs. Positive links are being developed with other providers in the local area and good systems are in place for self-evaluation, which ensures areas for improvement are accurately targeted. All staff, parents and children are fully involved in the process, resulting in a service that is very receptive 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:

- review the organisation of some aspects of the sessions to ensure children are not prevented from fulfilling their self-initiated activities
- continue to develop links with providers of other settings the children also attend, to promote a shared approach to their care and learning.

## **The effectiveness of leadership and management of the early years provision**

Staff have a good understanding of their responsibilities in regards to child protection issues. They are able to recognise the possible indicators of abuse and

are fully aware of the procedures to follow, should they need to make a referral. Detailed policies and procedures underpin the safe and efficient management of the setting, and effective systems are in place for the recruitment and vetting of any new staff. The premises are secure in all areas, with staff carrying out regular assessments and taking effective action to minimise any risks to the children's safety. The assessments are reviewed regularly and updated when any changes occur, for example, following the refurbishment of the outdoor area. The premises are well-organised in all areas and provide a stimulating environment for the children to play and learn. Their art work is displayed wherever possible and they are able to select from a good range of well-maintained resources, and request additional items that they would like from the store cupboard.

Staff work very well together as a team and are supported effectively by the management committee. They are all very enthusiastic and are driven to providing good quality care. They fully recognise the value of self-evaluation as a means of promoting continuous improvement, with good use being made of the Ofsted self-evaluation form alongside their own systems for reviewing different areas of provision. All of which, help to identify areas for improvement. For example, the outdoor area has recently been refurbished, with parents and children consulted as to what they would like to see included. Their suggestions for a slide, shelter and planting area have been incorporated, and it is evident from the great pleasure the children gain from using the area that this has been a great success. Staff are also committed to developing their knowledge and practice through training; all members attend short courses and one is working towards an additional qualification at degree level.

Staff pay good attention to, and successfully promote equality and diversity, ensuring the setting is welcoming to all children and their families. Important information about children's individual needs is obtained from parents prior to their child starting at the group; their key person draws up an individual learning plan each term, based on their observations of the children's interests and stage of development, making their learning very personalised. Excellent relationships are established and maintained with all parents, with the greatest care given to ensuring they are fully informed of all aspects of their child's care and learning. They receive a well-presented prospectus, a wealth of useful information is displayed on the notice board, and a weekly newsletter is sent out, informing them of planned activities so they can extend these at home. Each child has a communication diary where both staff and parents record information about the child's learning, and their records of progress are available at all times for parents to view and add their comments to. Parents spoken to at the inspection all expressed extremely positive comments about the staff and the activities provided. Good links have been established with the village school and staff are currently developing these with providers of other settings the children also attend, to ensure a shared approach to their care and learning.

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

All staff have a good understanding of how children learn and develop, they have very effective systems in place for monitoring the children's progress and ensuring the next steps in their learning are promoted. The staff offer a good range of activities across all six areas of learning, both indoors and outside, which enables the children to develop valuable skills for the future. They are encouraged to become independent thinkers as they are able to choose freely from activities that interest them, and they have opportunities to learn to work as part of a group. However, whole group activities occasionally impinge on the children's self-initiated play; for example, shortly after arrival the children are asked to come together for registration having just settled into various activities, which means the opportunity to complete or extend their ideas is interrupted. Staff develop good relationships with the children and sensitively support them as they play to help them develop their skills, for example, assisting them to place their feet effectively when using the climbing frame. They support children's personal, social and emotional development particularly well, and as a result, the children behave well, are confident and independent. For example, they decide when to have their snacks, carefully spooning raisins onto their plate, cutting up their own banana and helping themselves to a drink of water when thirsty, spontaneously mopping up any spills with a tissue. The children are friendly and welcoming towards visitors, they demonstrate good conversational skills as they enthusiastically talk about what they enjoy doing at the setting, and discuss the new equipment in the garden.

The children are actively encouraged to follow a healthy lifestyle and they relish being outdoors in the well-resourced garden, which means they benefit from fresh air each day. They have free access to the area and become fully immersed in all the activities on offer; for example, they develop their mark-making skills as they use the chalk boards, and show good imagination as they pretend to be fire fighters. They confidently line up the stepping stones, showing good coordination as they walk along these and challenging themselves to jump from one step to another. They thoroughly enjoy listening to stories about children from around the world as they sit under the climbing frame, and explore sounds as they use musical instruments. The children have a good understanding of how things work; for example, they know how to switch on the torches when they access the dark den, and how to pump the handle to make the water flow into the trough. They have a good understanding of keeping themselves safe, for example, they confidently explain why they need to wear a hat in the sun; reminding those who forget, and they know how to use the climbing frame safely as staff have involved them in assessing the risks. As a result, they know to go up one set of steps and down the other, and that only four can access the den at the top at once. They learn about road safety when out in the community, such as, during a visit to the village Maypole in advance of the May Day celebrations, and confidently make their own posters depicting how to cross the road safely.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
The extent to which children develop skills for the future	2

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