

Appleton Wiske Pre-School

Inspection report for early years provision

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Inspector	Donna Suzanne Lancaster
Setting address	Front Street, Appleton Wiske, Northallerton, North Yorkshire, DL6 2AA
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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*.

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.

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Description of the setting

Appleton Wiske Pre-school is a sessional care facility. It is run by a committee. It is situated in the village of Appleton Wiske, in North Yorkshire. It has been registered since 1980. The pre-school serves both the local community and several other villages within the wider community. It operates from the annex of the village hall and there is access to an enclosed garden. The pre-school is open each weekday from 9am to 12pm, during term time only. The pre-school also provide a lunch club on Tuesday from 12pm till 1pm.

The pre-school is registered to provide care for no more than 24 children under eight years. Of these, not more than 24 may be in the early years age group at any one time, and none may be under two years. There are currently 20 children on roll, all of whom are in the early years age range. The pre-school receives funding for the provision of free early education for children aged three and four-years-old.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are three members of staff employed to work directly with the children, two of whom have a level 3 qualification. The pre-school has established close links with the local schools. The pre-school 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.

Staff provide a warm, homely and caring atmosphere. This leads to all children, their families and visitors feeling welcome. The learning environment and documentation is mostly well organised to meet children's needs and promote their development in all areas of learning. As a result, children are making good progress in their learning and development. Staff engage with parents and carers well to ensure children's care and welfare needs are suitably met, and partnership with the local school enables a smooth transition process on entry. The manager and staff have a clear vision for future improvement and have detailed and comprehensive self-evaluation processes to ensure the continuous improvement of the setting.

What steps need to be taken to improve provision further?

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

- ensure that all records are easily accessible and available for inspection (Documentation) 18/05/2010

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

- review the risk assessments to cover anything with which a child may come into contact with
- ensure the next steps in children's learning and development are clearly linked to future planning for individual children.

The effectiveness of leadership and management of the early years provision

The manager and staff ensure children are kept safe and secure as thorough safeguarding procedures are implemented at the pre-school. Staff have a good understanding of the safeguarding policies and procedures and these are effectively implemented by dedicated persons and fully trained staff, who understand their roles and responsibilities if a concern should arise. There are robust procedures in place to ensure suitable persons care for children, and ongoing suitability is assured through regular appraisals. In addition, all committee members are fully vetted. Daily checks are completed by staff before children arrive to ensure they are safe and secure, both indoors and outdoors, and from other users of the village hall. However, the written risk assessments that are conducted annually by the manager do not contain sufficient information to fully identify all hazards to children. Most documentation and records required for the safe and efficient management of the service are in place. For example, children's records, consent forms, emergency details and comprehensive policies and procedures. However, a breach of a specific legal requirement has not been met as at the beginning of the inspection some documents were not available or on the premises for inspection. Children regularly practise the fire evacuation procedure so that they understand what to do in an emergency and medication and accident records are maintained. As a result, children's good health and well-being is promoted effectively and they are appropriately safeguarded. Children's work is creatively displayed and children's independence is encouraged in the environment where they can freely access suitable age-appropriate resources which are stored in low-level storage units or small labelled containers. The outdoor play areas are well organised and resources are brought from inside the nursery to allow children free flow and continuous provision outdoors. All children enjoy the outdoor play where they can further develop their physical skills.

The manager and the staff are highly committed to improving their knowledge and everyday practice by regularly attending core subject training sessions and additional courses. The manager and staff members work effectively as a team and create a warm stimulating and exciting environment in which children can flourish and develop well. Staff regularly meet with the committee to discuss child issues, planning, resources, and policy documents. The manager and staff are confident about the strengths and weaknesses of the pre-school and actively involve parents, committee members and children in the self-evaluation process. The pre-school shows good capacity to improve. Recommendations made at the last inspection have been fully addressed, for instance, systems are in place to ensure all committee members are vetted as a priority and the pre-school and the committee have completely re-vamped and developed the outside play area. All of which helps to improve and bring about changes and better outcomes for children.

The pre-school establishes positive relationships with parents and carers to ensure children's needs are well met. Parents and grandparents find the staff very friendly and approachable. The pre-school have an open door policy which actively encourages parents to talk with the staff daily. Staff share information about planned activities on the notice board, they have regular newsletters and information displayed regarding the Early Years Foundation Stage. Children's development folders are available for parents who make some additional comments within them about how they feel their child is progressing. This enables parents to feel and be involved in their children's continued play and learning. The pre-school has established very good links with the local school most children will attend and this enables a smooth transition into the school for these children when required. Teachers are invited to attend pre-school sessions. Links with other providers of the Early Years Foundation Stage are beginning to develop well.

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

The committee, manager and staff team are focused on delivering an improving service to children and parents who use the pre-school, and therefore, children develop and achieve well. Children are made to feel welcome and wanted as staff and children greet each other on arrival with enthusiasm. Children separate from their parents with confidence and quickly settle into pre-school, they immediately seek out their friends and show each other what they have brought for the interest table. Children are supported well by experienced practitioners who have a secure understanding of the Early Years Foundation Stage. The staff are aware of children's individual needs and interests and they effectively challenge and support them to achieve good outcomes. Children make good progress towards the early learning goals. Staff observe, monitor and evaluate children's play, and planning is sufficiently flexible to allow for spontaneous events so that staff can respond to children's ideas and interests. For example, children have recently been learning about dinosaur's, a child spontaneously uses the recycled materials to design and make a dinosaur by herself and can confidently recall the name of it and the lifestyle and habits of the 'Trex'. Staff complete observations as children play and these identify the next steps in their learning, however, these are not always clearly linked or identified in the planning for individual children's learning.

Children are beginning to learn about how to look after the environment. They enjoy planting bulbs, tomatoes, strawberries and broccoli in the garden area and have great fun watering the plants outdoors. They use an array of recycle waste products in the craft area. Children love to explore and investigate bugs and spiders using magnifying glasses in the wood area and talk about how they move the tree stumps to find the bugs. Children use their imagination well as they pretend to be workmen building drains and houses in the outdoor play area. They work as part of a group and independently as they show the ability and the initiative to solve practical problems. For example, they use the push along seesaw to transport more bricks and wood from one area of the garden to the build area. Children match the colours of the bricks and confidently talk about how they need to mix the cement to fix the bricks together. Opportunities for mark-making is

incorporated into daily planning and children explore early writing skills with paint, crayons and shaving foam. Children begin to recognise their name and the names of others as there is a self- registration system in place first thing in the morning and at snack time. Staff sit with the children, they join in and ask questions that help children to think for themselves and encourage their language and listening skills. For example, children concentrate and sit for long periods of time playing 'the sound lotto' game, where they match noises to the pictures on their cards. Children count in everyday activities such as counting how many counters each one has and discussing how many windows there are in the house they are building. They count how many bricks they have used and how many more they need. Children also begin to recognise written numbers, for instance at snack time number cards are placed next to the fruit to remind them how many pieces they can have. Children enjoy listening and talking at circle time about how the dinosaur model was made and what materials were used to make it. Children celebrate festivals such as Chinese New Year, St. George's Day, Diwali, and Christmas. This, along with an appropriate selection of resources and pictures which reflect positive images, helps children learn to respect others.

The children's welfare is promoted well and the children are kept safe. They learn to keep themselves safe, for example, they know how to use scissors safely and they are reminded to be careful not to slip on the climbing frame when they have taken their shoes off. Children also learn about their own community, as they enjoy a visit from a farmer, a local police officer and the fire service. Children are well-behaved and enjoy each others company. They show a sense of achievement as the staff constantly praise them in front of others. Procedures to prevent cross infection are in place, for example, staff clean the tables before children eat their meals, there is a sick child policy in place and children routinely clean their hands before snack and before eating their lunch. Children's health and well-being is supported effectively as they develop healthy eating habits, with fresh and dried fruit and drinks of milk and water offered at snack time. Parents provide packed lunches for children who stay for lunch once a week. Lunch boxes are stored appropriately.

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	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	2

The quality of the provision in the Early Years Foundation Stage

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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	2
The extent to which children develop skills for the future	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

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