



Romanby Pre-School & The Cabin Crew Out of School Club

Inspection report for early years provision

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| Unique Reference Number | EY285600 |
| Inspection date | 05 December 2005 |
| Inspector | Duncan Gill |
| Setting Address | Romanby Primary School, The Close, Northallerton, North Yorkshire, DL7 8BL |
| Telephone number | 01609 778352 |
| E-mail | |
| Registered person | Romanby Pre School |
| Type of inspection | Integrated |
| Type of care | Full day 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.

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 satisfactory.

WHAT SORT OF SETTING IS IT?

Romanby Pre-School & The Cabin Crew Out of School Club operate in their own purpose built unit in the grounds of Romanby Primary School. The pre-school is an established group and the out of school provision was added to the service provided in 2004.

They are registered to care for 25 children and there are currently 228 children on roll, of which 18 3-year olds and 16 4-year olds receive funding for nursery education.

The setting currently cares for children who speak English as an additional language. There are no children on roll with special needs.

They provide care Monday to Friday from 08:00 to 18:00. The out of school provision is open from 08:00 to 09:00 and from 15:00 to 18:00. The pre-school offers two sessions each day, from 09:15 to 11:45, except Fridays and from 12:15 to 14:45.

There are 11 members of staff who work with the children and 10 of these have appropriate childcare qualifications, with 1 staff member working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children begin to develop a good understanding about the importance of healthy practices through topics, focused activities and discussions with staff. They wash their hands independently after messy play, toileting and before snacks, which helps them effectively understand the need to practice good routines of personal hygiene. Children enjoy exercise and develop a positive approach to this through regular opportunities for outside and inside physical play including riding bikes, parachute games and sports.

Children are kept very safe from the spread of infection as staff clean tables before and after use, change nappies hygienically and fully implement a detailed policy on health and hygiene. Children are well cared for in the event of illness or an accident. Staff follow effective policies regarding illness, accidents and the administration of medicines and have attended first aid training.

Children are offered a healthy, balanced diet, including fruit and they can independently access drinks throughout the session from a water dispenser. All children's individual dietary requirements are fully met and there are effective arrangements in place to ensure food is prepared safely, as some staff have attended food hygiene training.

The session is well organised each day to ensure that there is regular opportunity for children's physical development, both inside and outside. Children move around the setting confidently and with control. They develop a good awareness of space but have limited opportunities to practice their balancing and climbing skills or to learn about the effects of exercise on their body. They competently use a wide range of small and large equipment, for example pencils, scissors, paint brushes, bikes and scooters.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very clean, welcoming environment, which has good

evidence of their play and activity. Space is effectively organised into different areas of play and this enables children to move around freely and safely. Children independently access toys and resources from trays and boxes at their height. All ages of children enjoy playing with a very good range of well maintained toys and play equipment, which interest the children and provide a good challenge for them.

Children are kept very safe as there are a good range of safety measures in place. These include socket covers, fire prevention equipment, a fully secure outdoor play area and the outside door is locked when the session is in progress. Staff fully implement detailed risk assessments on all aspects of the provision and follow regular safety checks to keep children free from harm. Children build a good awareness of safety through practicing emergency evacuations every term and visitors to the setting, including the police, who talk about safety with the children. They develop a good understanding about safety in the setting through clear staff explanations, for example picking up toys from the floor to prevent someone tripping over.

Children are well protected from possible abuse or neglect. Staff are aware of the types of abuse and the signs to look for and some staff members have attended training on child protection. They have a sound understanding of the procedure to follow with any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children's independence is well promoted through a variety of opportunities. They move around freely accessing toys, activities and drinks. They learn to be independent with their own hygiene, toilet themselves and can freely move between indoor and outdoor play in certain sessions. Children are fully involved in a wide range of enjoyable activities, which develop their mathematical thinking, imagination, language and creative development, for example sand, role-play, construction, singing, stories and arts and crafts. They are very happy and settled and build warm relationships with staff and other children. They are keen to communicate with staff, enthusiastically showing them things they have done and talking to them about their experiences. Children benefit from staff who are very interested in them and give them lots of praise and encouragement to help build their self-esteem. Children play very well together, they learn to share, respect each others feelings and enjoy their time at the setting.

Nursery Education:

The quality of teaching and learning is satisfactory. Staff use their sound knowledge of the foundation stage to help children develop well in most areas, but miss opportunities for children to develop some of their physical skills. Plans are suitably linked to early learning goals and regular meetings are held to discuss topics and activities with all staff. Observations are carried out by staff and assessment records updated, but these do not show children's achievement in all areas of the foundation stage and do not clearly show how staff plan for children's next steps in learning. The environment is well organised, resources are all clearly labelled and activities

attractively set out for children. Children's interest in learning is stimulated by a very good range of resources, which are used effectively to provide a good challenge for them. Staff are enthusiastic, they motivate children and use open questions to effectively promote children's thinking.

Three and four-year-old children have a strong exploratory impulse. They are excited, motivated to learn and enjoy the activities on offer. They separate confidently from parents at the beginning of each session and are keen to seek others to share their experiences. They show concern for others and begin to take initiative and manage developmentally appropriate tasks, such as toileting, washing hands and accessing drinks. Children communicate confidently and clearly with staff, talking to them about their home life and things they have done. They enjoy books, accessing them independently and listening attentively to stories in small and large groups. Children handle books carefully and begin to understand that print carries meaning. They recognise familiar words, finding their name cards in the morning and at snacktime. Some four-year-olds and more able three-year-olds can correctly form recognisable letters, writing their own names on the back of pictures.

Three and four-year-olds count competently and reliably to five and beyond. They begin to use number names and size language accurately in their play and more able children successfully identify the numbers one to five and sometimes beyond. They enjoy using all their senses to explore a wide range of different materials, including sand, rice, dough and through baking activities. Children develop good imagination and actively take part in a variety of role-play opportunities. They confidently sing familiar songs and regularly explore the different sounds that musical instruments make. Children show an interest in ICT and begin to understand how to operate a range of equipment including play telephones, binoculars and the computer. They show a keen interest in the world they live in and begin to comment and ask questions about the outside world, confidently recalling past experiences and talking about people familiar to them.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals. They are treated with equal concern and staff use detailed registration forms and talks to gain all the information needed to effectively meet each child's individual needs. They develop respect for people's similarities and differences, through many opportunities to learn about the wider world and community. They celebrate different cultures and festivals, try food from other countries, have visitors to the setting and can access a good range of resources to promote equality of opportunity. Effective arrangements are in place to care for children with special needs. Some staff have attended training and all children are welcome at the setting, regardless of ability. Children's spiritual, moral, social and cultural development is fostered.

Children behave very well. They take turns, learn to share toys and consistently show care and consideration for the needs of others. Staff effectively support children to help them begin to understand right and wrong and older children are fully involved in

rule making decisions, which helps them to take responsibility for their actions. Staff use effective methods to manage children's behaviour and they provide age appropriate explanations to help children understand the reasons behind behaviour boundaries. Children constantly receive praise and encouragement from staff to reinforce positive behaviour.

Partnership with parents and carers is satisfactory. Parents are given good information about the setting through newsletters, notice boards, a detailed welcome pack and chats with staff. They have suitable opportunities to give their opinion and children benefit as parents and staff build warm relationships. Parents have satisfactory opportunities to be involved in their children's learning but have little opportunity to discuss their child's education and development. They get newsletters informing them of topics at the setting and are invited in as visitors to discuss their role in the community or differing cultures. However, they are given few ideas to extend their child's learning at home or opportunities to share their knowledge of their child's development.

Organisation

The organisation is satisfactory.

The environment is well organised, staff know their roles and responsibilities and effectively implement routines to give children a broad range of experiences. Children benefit from well deployed staff, who consistently interact with them and give them appropriate support and encouragement, which helps them feel secure and confident. Staff have attended some training to enhance the care of the children, including first aid and food hygiene. All the required documentation is in place to meet the National Standards and staff implement detailed policies, which have a positive impact on the children, for example child protection and behaviour management.

The leadership and management of the nursery education is satisfactory. Some staff have attended foundation stage training and are involved in suitable planning of the foundation stage to help children develop in all areas. However, planning does not always identify clear learning intentions for children. Effective arrangements ensure staff fully understand their roles and responsibilities and can improve and develop their skills, for example comprehensive inductions, staff meetings, training opportunities and yearly appraisals. Assessment records are updated to monitor children's learning and development, although these do not clearly show children's achievement in relation to all areas of the foundation stage or include plans for children's individual next steps in learning. The needs of all children who attend are met.

Improvements since the last inspection

At the last inspection the setting was asked to further develop the range of resources and activities in the out of school provision. This has been done and equipment has been purchased to offer greater choice to older children. They can now play table football, snooker and have a larger range of different construction materials.

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.

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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):

- increase opportunities for children to develop climbing and balancing skills and learn about the effects of exercise on their body (also applies to nursery education)

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):

- develop ways of informing parents about their child's development
- develop assessment records to clearly show children's achievement in all areas of the foundation stage and planning for their individual next steps in learning
- develop planning of activities to show clear learning intentions for children linked to the foundation stage and how activities are organised.

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