



# Hutton Rudby Playgroup and Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	400401
<b>Inspection date</b>	15 February 2006
<b>Inspector</b>	Josephine Ann Northend
<b>Setting Address</b>	Doctors Lane, Hutton Rudby, Yarm, Cleveland, TS15 0EQ
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<b>Registered person</b>	Hutton Rudby Playgroup and Pre-School
<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?

Hutton Rudby Playgroup and Pre-School is a committee run group which has been registered since 1998. It is located in Hutton Rudby and serves the local and surrounding areas. The group operates from its own premises within school grounds and has use of one large room plus toilet and kitchen facilities.

The group is registered to provide sessional care for 26 children aged between 2 years and under 5 years old. There are currently 41 children on roll. There are

procedures in place to support children with special needs and for children who speak English as an additional language.

The group opens five days a week during term time only. Sessions are from 09.00 to 11.30 each day with lunch club to 12.45 on a Wednesday and Thursday. Afternoon sessions are also held on Mondays, Tuesdays and Fridays from 12.45 to 15.15. There are five members of staff working with the children, four of whom hold a recognised childcare qualification.

The group receives regular support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's physical development is supported well, with opportunities to use large equipment each day. Children move with increasing control, for example, as they use bikes and scooters, climb up the steps to the slide and crawl through the tunnel. They also have regular use of the school hall for games and other physical activity. Children can rest and be active according to their individual needs.

Children are beginning to learn the importance of good hygiene through daily routines. They are encouraged to wash their hands regularly before snacks, although they cannot independently access soap and paper towels. This means that good hygiene practises are not fully promoted. There are effective sick children's policy, accident and medication procedures in place. This promotes children's health needs well.

Children begin to understand the benefits of a healthy diet through the promotion of nutritious snacks including fresh fruit. Packed lunches are stored appropriately to ensure food remains at the correct temperature. Drinking water is not readily available throughout the day. This means that children's independence is not fully promoted. Staff are aware of and meet children's individual dietary needs.

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

The provision is good.

Children are cared for in a spacious, welcoming environment where most risks are identified and minimised. This means children are able to move around safely, freely and independently. However, the outdoor play area is not fully secure, posing a hazard to children when playing outdoors. Staff help children to understand how to keep themselves safe, for example, as they teach them about good safety when crossing the car park to school.

There is a good range of developmentally appropriate resources which are well organised in child height furniture to encourage independent access. The security of the premises is good and there are clear lost and uncollected child policies in place.

The high adult to child ratios, ensure children are well supervised and they remain safe.

Staff have good understanding of their role and responsibilities under child protection and procedures are in place in the event of an allegation against staff. This means the welfare of children is protected.

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

The provision is good.

Children enjoy their time at the pre-school, they arrive happy and eager to participate. They are making good progress. Close and caring relationships with staff increase the children's sense of trust and help them develop a strong sense of self. Children are also beginning to form good relationships with each other. Communication skills with children are well supported through good adult to child interactions.

Staff are developing awareness of Birth to three matters programme and it is beginning to introduce it in to practice. Activities and play opportunities are purposeful and developmentally appropriate resulting in children being motivated and interested. This is evident in the good planning and evaluation of activities.

There are clear settling in procedures for children in place, this includes gaining information from parents about their child's routines and care. Staff are sensitive to and meet children's individual needs appropriately. Children generally behave well and are developing a sense of right and wrong; they respond well to staff who explain why they should not do something.

#### **Nursery Education.**

The quality of teaching and learning is good. Children enjoy their time at the pre-school and achieve well because staff use their good knowledge of the Foundation Stage to provide high quality nursery education. Staff plan an interesting programme of activities across the six areas of learning. Assessment systems are in place, they link clearly to the Foundation Stage curriculum and records are completed well. However, they are not fully used to inform planning, resulting in some lack of challenge being offered to the older and more able children. There is an effective key worker system in place and children are grouped well. The good use of resources supports the learning opportunities offered to the children.

Children are developing good communication skills, they show emerging confidence in speaking to others. Children hold a conversation for extending periods of time. They are beginning to develop their writing skills, holding pencils correctly and some children form recognisable marks and letters. Opportunities for children to copy and recognise their own name are limited, for example, there is no self registration system in place. Children have good access to books, they handle them well and eagerly select books to share with one another. They listen well to stories and can predict what is going to happen next.

Children use a good range of programmable toys well and have regular access to a

computer. They control the mouse confidently and complete simple programmes with good support from staff. Children are developing good understanding of number, they can count beyond ten and are beginning to recognise many numerals. They name shapes confidently and know how many sides some shapes have. They are using size language well and understand the concept of big and small. However, children do not have sufficient opportunities to use problem solving in every day routines and activities.

Children are beginning to develop a sense of space and they extend their large physical skills through a variety of experiences including regular use of large indoor and outdoor equipment. Children develop good levels of hand eye coordination for example, through the use of different sized paintbrushes and spreaders. They cut well with scissors.

The children are confident in their play and learning. They are generally well behaved and are beginning to show care and concern for others. Children show good interest in their environment and the world around them. They are developing good understanding of other cultures and beliefs through activities and resources. Children are developing some self care skills, for example, hanging up their own coats. However, they do not have sufficient opportunities to develop their independence, for example, to independently accessing soap and paper towels for hand washing or through opportunities to pour their own drinks. Children are beginning to develop some health and bodily awareness. They understand they need to wash their hands before eating and have some understanding of the effect of exercise on their bodies.

Children explore different colours, mixing them to create other colours and use their senses to explore a variety of materials. Children are developing good understanding of the role of the emergency services and how to contact them. Children use their imagination well in play, they construct with a purpose in mind and build three dimensional structures confidently. They enjoy music and song and move rhythmically to music during the session.

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

The provision is good.

Children are warmly welcomed and staff ensure resources are readily available. Planned activities are undertaken that positively represent the local and wider community. A good range of resources are available reflecting other cultures and races. This helps increase children's awareness of diversity and develop a positive attitude to others. The staffs understanding of each child's needs is used to encourage a sense of security and belonging.

Children are generally well behaved and polite in response to the expectations of staff. They take turns and show developing concern for others. Children's understanding of right and wrong is increased through the gentle reminders they receive from staff. This fosters children's spiritual moral, social and cultural development.

The pre-school has good procedures in place to support children with special needs.

There is a clear special needs statement in place and an identified special needs coordinator who has received relevant training.

Partnership with parents is good. Children benefit from the two way sharing of information. Parents receive regular newsletters, information about the Foundation Stage and have access to their child's development records. They receive a written report about their child's progress, know their child's key worker and share information with them.

## **Organisation**

The organisation is good.

Space is laid out to maximise play opportunities for children, which contributes to them being happy and settled. Children are able to move around confidently and independently. Children initiate their own play and learning well.

Leadership and management of the nursery education is good and promotes the children's learning. All of the staff have early years qualifications. The management promote staff attendance at regular training. The knowledge gained by staff is used to further support children's care and welfare. All staff have a good knowledge of the Foundation Stage curriculum, consequently children's progress towards the early learning goals is good.

There is a key worker system in place and children are grouped well to ensure their needs are effectively met. Adult to child ratios are met very well and staff work well together as a team. There are clear recruitment and vetting procedures in place for staff.

Required documents are available. The detailed policies and procedures in place, are shared well with staff to appropriately promote the welfare, care and learning of the children. There are effective systems in place for sharing information with parents about the service and their child's activities. The provision meets the needs of the children who attend.

## **Improvements since the last inspection**

At the last inspection the provider agreed to improve the outdoor play area and children's access to hazards in the kitchen. Significant work has been completed recently on the outside area, however, the area is not fully secure. Children do not have unsupervised access to the kitchen and hazardous appliances are located at the back of the work surfaces out of children's direct reach. All required records relating to day care are now readily available for inspection.

The systems for monitoring teaching and planning to ensure all aspects of the curriculum are sufficiently covered have been developed. Assessment system are used to ensure individual children's learning is evaluated and the information is used to inform future planning. However, on occasion, older and more able children continue to not be sufficiently challenged. Parents now receive good information

about the Foundation Stage and their child's progress towards the early learning goals is made available through regular reports.

### **Complaints 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.

There have been no complaints received by Ofsted since the last inspection.

## **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):

- ensure the outside area is fully secure
- improve children's hand washing procedures through direct access to soap and paper towels
- ensure children can access fresh drinking water throughout the session

### **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):

- further develop the use of assessment to inform planning, in order to extend activities across all areas of the curriculum for older and more able children.

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)