



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 400430

DfES Number: 585559

INSPECTION DETAILS

Inspection Date	10/01/2005
Inspector Name	Lindsay Helen Dobson

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Appleton Roebuck Pre-School Groups
Setting Address	Parish Rooms Appleton Roebuck York North Yorkshire YO23 3PR

REGISTERED PROVIDER DETAILS

Name	The Committee of Appleton Roebuck Pre-School Groups 1072624
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ORGANISATION DETAILS

Name	Appleton Roebuck Pre-School Groups
Address	Parish Rooms Appleton Roebuck York N. Yorks YO23 3PR

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Appleton Roebuck Pre-School has been registered for over 30 years. It is situated in the Parish rooms in the village of Appleton Roebuck near York. The Pre-School has use of one large playroom, storage areas, bathroom and kitchen. There is an enclosed outdoor play area.

The pre-school supports children with Special Educational Needs.

Opening times are Monday, Tuesday and Thursday 09:30 - 12:00, term time only. The pre-school is registered to offer sessional care to 25 children aged 2-5 years and there are currently 17 children on roll including 9 funded 3 and 4 year olds.

There are 4 members of staff working in the pre-school, 3 of whom, are qualified or working towards a recognised childcare qualification.

How good is the Day Care?

Appleton Roebuck Pre-School provides good quality care for children. The premises are welcoming, clean and well maintained. The staff have a high awareness of risks to children's health and safety and have ensured that the physical environment is safe and secure.

Children throughout the pre-school are happy and well stimulated. They receive constant support and reassurance from the staff. There is a very good range of play materials in all areas which are age appropriate and meet the children's needs effectively. Children benefit from regular outdoor play in an area which is well resourced with play equipment.

Healthy and nutritious snacks are provided by the staff. All specific diets are catered for. Behaviour throughout the pre-school is good. Children have clear boundaries and positive behaviour is encouraged by praise from the staff. Good relationships have been developed with parents and effective procedures are in place to keep them informed of all aspects of their child's care. Most of the required documentation

is maintained to a high standard.

The staff team work well together to ensure the care, safety and welfare of the children is paramount. They receive ongoing support and encouragement from the management committee.

What has improved since the last inspection?

not applicable

What is being done well?

- Organisation of the setting is good. The staff have created an orderly environment in which to care for the children; sessions are planned for in advance. Staff are effectively deployed, and established systems are in place for staff, student and parent inductions. The staff work well as a team, are committed to improvement, are fully involved in planning, evaluating and developing practice. They have regular access to relevant training.
- The children are interested in their surroundings, engage in activities which sustain their interest and are happy and occupied. The staff build positive relationships with the children, they know them well and take an interest in what they say and do. There is a consistent approach to behaviour management, which is based on effective distraction techniques, realistic expectations, and the staff being good role models. The children are very well behaved, they share and take turns. They are very independent and co-operative at tidy up time.
- Partnership with parents is effective. The staff are very friendly and approachable. They have developed strong and trusting relationships with the parents and they are kept fully informed about their child through regular discussions and exchanges of information, both verbally and in writing, such as parents sessions.
- Children are provided with regular drinks and snacks. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements. Snack times are a sociable occasion.

What needs to be improved?

- the visitors book
- the children's hand washing facilities
- the lost child procedures.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
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<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Develop the visitors book to ensure more detailed information is recorded.
7	Improve the hand washing facilities available to children at snack time.
14	Develop lost child policy and procedures.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Appleton Roebuck Pre-School offers very good quality provision, which helps children make very good progress towards the early learning goals in all six areas of learning.

The children are making rapid progress because the teaching is very good. Staff understand how to involve all children and are well acquainted with the requirements of the foundation stage. They provide many varied and exciting opportunities ensuring that the children's interest is captured in almost all activities. Staff pay particular attention to supporting younger children. Effective procedures are in place to support children with special educational needs. The staff set clear and consistent boundaries, which encourage the children to be very well behaved. Planning effectively links to all six areas of learning.

Leadership and management is very good. The staff team are committed to evaluating and reviewing practice to improve care and education. They are well organised and work well together. Staff have regular opportunities for professional development. They work with a teacher from the local school, to maintain consistency. The management team know the settings strengths and weaknesses and work on their evaluations to make improvements.

The partnership with parents/carers is very good and contributes to the children's progress towards the Early Learning Goals. Very effective systems are in place, to communicate clear information in regard to curriculum planning and the developmental progression of their children. Information about the setting and it's provision is comprehensive and accessible to all parents. Records of children's progress are of a high standard.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident and eager to participate on their own or as part of a group, behaviour is very good. The staff create a secure atmosphere where children can develop good attitudes and dispositions to learning.
- The children are given regular opportunities to practice their writing skills and develop their knowledge of letter sounds.
- Staff effectively help the children become more aware of the environment and the natural world, they provide many first hand experiences such as walks in the community (conservation area).
- Children are developing very good counting skills. They understand shape and size through well planned activities. Three-year-old children are confidently beginning to solve simple mathematical problem e.g. when sitting

at the tables for snack time.

- A very good range of physical resources ensure that the children's progress in physical development is very good.
- Staff and committee use a variety of ways to keep parents fully informed about the curriculum, for example through regular newsletters, notice boards and information leaflets.

What needs to be improved?

- Opportunities for children to fully extend their imagination in role play situations.

What has improved since the last inspection?

Very good progress has been made in meeting the key issues identified in the previous inspection report. These required the group to reinforce staff's knowledge of and confidence in using the early learning goals and stepping stones. Develop planning so that activities relate to the early learning goals and stepping stones and continue to develop systems for record keeping and assessment.

The group have now ensured that staff have all completed or are completing training which is developing their knowledge of and confidence in the use of early learning goals and the stepping stones. Planning has been developed to ensure activities relate to the stepping stones. All children have a profile which includes dated records and examples of work showing their attainment and progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate from their main carer with confidence and begin to independently manage their own personal hygiene. They show a strong exploratory impulse and have a positive approach to new experiences e.g. self portraits. Children are very well behaved, they share, take turns and are co-operative at tidy up time. Children sit quietly and maintain attention when appropriate e.g. story time. Three-year-olds initiate interactions with others. They talk freely about their home and community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children use talk to connect ideas and anticipate what might happen next. They listen well to others in small groups when the conversation interests them. The children have very good opportunities to link sounds to letters and can name and sound out letters of the alphabet. The children enjoy writing for a variety of purposes e.g. sending letters. Most three-year-olds can recognise their own name and some can write their own name. They are beginning to use talk in imaginary situations.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are developing very good counting skills and enjoy participating in counting songs and rhymes. Three-year-olds are able to count reliably up to 10 and know the value of 3 and many recognise numerals 1-5. The children are beginning to show an interest in number problems e.g. snack time. Three-year-olds use mathematical language during play and say and use number names in familiar contexts.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children learn effectively about their environment and the natural world. They investigate living things and learn to identify their features. Children are given opportunities to discuss past and present events in their lives. They are confident in selecting tools and constructing using a range of materials. Children know how to operate simple everyday technology e.g. computer. They are beginning to know about their own cultures and beliefs and those of other people.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children handle tools, objects and construction materials safely and with increasing control. They move with pleasure and confidence and are able to use a very good range of small and large equipment. Children enjoy and are enthusiastic about outside play. Many can balance independently on a beam. The children manage their body to create intended movement e.g. pouring drinks and riding tricycles. Some children are beginning to recognise the importance of keeping healthy.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Children respond in a variety of ways to what they see, hear, smell, touch and feel. They use props to support basic role play; however, there are some missed opportunities for children to extend role play; younger children play alongside others engaged in the same theme. Three-year-olds can name and match colours. They enjoy mixing their own paints and explaining what happens when they mix colours. The children join in with favourite songs and are beginning to build up a repertoire of songs.</p>	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following;
- the opportunities for children to extend their imagination in role play situations.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.