



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 400291

DfES Number: 583052

### INSPECTION DETAILS

Inspection Date	13/09/2004
Inspector Name	Cynthia Walker

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	The Dales Playschool
Setting Address	Town Hall Main Street Grassington North Yorkshire BD23 5BD

### REGISTERED PROVIDER DETAILS

Name	The Committee of The Dales Playschool
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### ORGANISATION DETAILS

Name	The Dales Playschool
Address	Town Hall Main Street Grassington North Yorkshire BD23 5BD

## 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

The Dales Playschool was registered to provide day care in 1970. It is situated in the village of Grassington. The group is open five days a week from 09:30 until 15:00.

The group offers full day care for children aged two to five years. Currently 34 children attend the group throughout the week. They are drawn from the local area and surrounding villages. Children attend for a variety of sessions. This includes 21 funded 3 year olds.

The group is based in a purpose built room on the ground floor attached to the rear of the Town Hall. They have the use of a large playroom and supporting kitchen, toilets and storage. There is access to a secure outdoor play area to the rear of the property.

Seven staff and 5 volunteers work in the group. Five staff hold early years qualifications to NVQ level 3 and 1 member of staff is working towards an early years qualification. The group receives the support of the Early Years Development and Childcare Partnership.

### How good is the Day Care?

The Dales Play School provides good overall care for children aged 2-5 years. Most appropriate supporting documentation is in place to enable children's care and welfare to be maintained. Toys and resources are stimulating and have a positive impact on children's learning. Creative use of accommodation enhances children's learning opportunities.

The provision of a named officer and supporting documentation ensure the effective promotion of the health and safety of the children present. There are procedures in place to support children with dietary needs and the group are providing healthy and nutritious snacks. Most areas for child protection are in place.

Planned and daily activities reflect all areas of learning which has a direct impact on

the children's development; supported by the effective interaction of the staff team. Children are responding to the positive management of behaviour within the group.

Parents are actively welcomed and involved in the group. They receive appropriate information about how the group operates, its routines, activities and their children's progress.

#### **What has improved since the last inspection?**

not applicable.

#### **What is being done well?**

- Staff plan a wide range of activities which effectively promote children's development. Staff's skilful questioning and encouragement enables children to extend their learning, demonstrated by the exploration of a variety of construction activities, which included laying water pipes in the sand tray, and building houses in the outdoor area. Children were exploring the different properties of objects in water, and were enthusiastically involved in a variety of imaginative roles, supported by a broad range of dressing-up materials.
- The group is providing a warm and welcoming environment supported by displays and photographs. The room is creatively set out into separate areas of learning presenting an interesting and attractive learning environment. This allows the children to move confidently and spontaneously around individual activities and make individual choices.
- Toys and resources are stimulating and interesting, supporting a balanced range of activities which effectively promotes learning. The provision of toys and resources reflecting positive images is actively promoting equality of opportunity.
- Children are responding to the clear and constant approach to behaviour management which is reflected in play. They are encouraged to share and co-operate in play which is skilfully supported by positive responses.
- Parents are actively welcomed into the group and have opportunity to become involved in the running of the group. Effective information is given to parents through notice boards, newsletters and initially through a detailed information booklet. Information on their child's progress is shared through the key worker system either by arranged visits or verbally at the end of the day.

#### **What needs to be improved?**

- the detail of children's registration.
- the awareness of child protection procedures.

<b>Outcome of the inspection</b>
Good

<b>CONDITIONS OF REGISTRATION</b>
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<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?**

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
2	Ensure the system for registering children and staff shows the hours of attendance.
13	Ensure that staff are able to implement the child protection policies and procedures.

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

### **How effective is the nursery education?**

The Dales Playschool provides good quality nursery education overall which enables children to make very good progress to the early learning goals. Provision for their personal, social and emotional, mathematical, physical, creative development, communication, language and literacy and knowledge and understanding of the world is well planned and they make very good progress in these areas.

The quality of teaching is very good. Staff have a good understanding of the early learning goals and plan an interesting range of activities to stimulate children's learning. Although appropriate assessments are in place there are only informal links to future planning to ensure appropriate challenges are set. Staff have developed positive relationships with children and their skilful questioning and sensitive encouragement has a direct impact on learning. Efficient use of accommodation and resources enhances children's learning. Children are responding to the clear and consistent approach to behaviour management. There are effective systems in place to support children with special needs.

The leadership and management is very good. Staff have a clear understanding of their roles and work effectively as a confident and enthusiastic team. This is supported by training and regular meetings to discuss planning and individual children's needs. The support of the committee ensures the continued improvement of the group reinforced by parent questionnaires.

The partnership with parents is very good. Parents receive detailed information about the setting and activities. Parents have opportunities to be involved in their children's learning by helping at the group, contributing to topic work or by joining the management committee; however there are no systems to reinforce learning within the home. There are opportunities for parents to be informed about their children's progress through appointments with key workers; the annual open day and informally at the end of the session.

### **What is being done well?**

- Children are developing a high level of involvement in activities showing good concentration either individually playing with the toy animals, sorting them into rows and in small groups especially during the enthusiastic participation in the activity of 'Kim's game'
- Children can express themselves confidently; reliving past experiences by sharing details of their holidays with children and staff. They are using language in imaginary situations, telling us that a child in the role of 'Frankie the dog', needs 'to be careful, he may bite you'. A child gave a detailed description and explanation of how she created her collage of Humpty Dumpty and other characters.

- Children are being given opportunity to explore and investigate. This was highlighted as children examined the different properties of objects in the water, which floated and which sunk; discussing how long objects took to reach the bottom. Children showed great enthusiasm for the magnifying glass with one child becoming absorbed in examining his hand; he later shared his experience with friends and encouraged them to examine a pine cone, telling them to 'look at all the detail'.
- Children are being given opportunities to experience a broad range of movement activities both inside and with opportunities for larger equipment in the outdoor area. They can climb and balance with control and co-ordination and move safely when negotiating individual space.
- Staff work effectively as a confident and enthusiastic staff team. They interact appropriately by sensitively intervening and encouraging children to try new experiences, and skilfully questioning children to extend their learning. Children are confident in their approach to staff who are actively developing positive relationships.

#### **What needs to be improved?**

- the development of assessment records to directly inform future planning.
- the opportunities for parents to reinforce learning within the home.

#### **What has improved since the last inspection?**

Very good progress has been made since last inspection. All areas of planning for children's learning is now directly linked to the early learning goals.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing a high involvement in activities, maintaining good concentration. They are working co-operatively together, building positive relationships and helping younger children in activities and putting clothes on. Children are developing their personal independence by selecting activities, helping prepare for snack and dealing with personal hygiene. Through activities and resources children are developing an awareness of their own beliefs and those of other cultures.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children can communicate well, initiating conversations and giving explanations. They listen and respond with enjoyment to stories and are showing an understanding of the elements of the story. Children are given opportunities to experiment with writing with some children are able to name their art work. Appropriate use of name cards and use of simple phonics is supporting children's early reading skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are being given opportunities to count in daily activities, counting carriages on a train and to recognise numerals on computer programmes. Some children can count to ten. The use of counting rhymes such as '10 fat sausages' supports simple addition and subtraction. Planned activities develop children's understanding of measure and creating simple patterns. Whilst use of resources such as 'Russian dolls' and constructional material encourages language to describe size and shape.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Practical and planned activities are giving children opportunities to explore and investigate, a magnifying glass giving one child the opportunity to examine his skin in great detail and then share his knowledge with others, highlighting detail on a pine cone. There is active discussion relating to the construction of different buildings. Children are developing their skills at the computer. The local environment is used for children to observe features of where they live and the natural world.

## **PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children have opportunities to experience movement in a variety of ways and can move confidently with increasing control. This is supported by good use of the outdoor area and a range of small and large equipment. Children are confident in their use of scissors and the use of a variety of other tools and resources is supporting children's hand-eye co-ordination. They are developing an awareness of space and can negotiate its use successfully.

## **CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are enthusiastically involved in role play based on their own and imagined experiences. Planned activities allow children to experience texture, colour and three dimensional work. Children can enthusiastically sing a range of songs and have access to a selection of musical instruments and experience music of other cultures. There are opportunities to experience a variety of sensory activities including a stimulating session with shaving foam.

**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:*

- Points for consideration.
- Develop the recording of assessment procedures to include appropriate challenges for children and links to future planning.
- Increase opportunities for parents to reinforce children's learning within the home.

*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.*