



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 400252

DfES Number: 514899

INSPECTION DETAILS

Inspection Date	14/10/2003
Inspector Name	Christine Tipple

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Rillington Playgroup
Setting Address	Scarborough Road Rillington Malton North Yorkshire YO17 8LH

REGISTERED PROVIDER DETAILS

Name	The Committee of Rillington Playgroup
------	---------------------------------------

ORGANISATION DETAILS

Name	Rillington Playgroup
Address	Keepers Cottage West Heslerton Malton North Yorkshire YO17 8RY

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

Rillington Pre-School Playgroup opened in 1973. It is situated in Rillington just off the A 64, five miles from Malton. It operates from the main room in the village hall. Children attend from Rillington and the outlying areas.

There are currently nine children on the register aged from two to five years old. This includes three funded three-year-olds. Children can attend for a variety of sessions. The group supports children who have special needs.

The group opens three days a week during school term only, Tuesday, Wednesday and Thursday from 09:00 -12:00.

There are two core staff and two relief staff who work with the children. Three have relevant early years qualifications.

The group has the support of the North Yorkshire Early Years Development and Childcare Partnership, and is a member of the Pre-School Learning Alliance.

How good is the Day Care?

Rillington Pre-School Playgroup provides satisfactory care. Staff promote a safe and caring environment in most areas and this is supported with effective policies and procedures. Children are settled and have positive relationships with staff, which enables them to manage the children's behaviour appropriately and effectively.

Staff work well to provide and organise a range of activities for the children. These are supported with a good selection of toys and resources which promotes the children's learning through play. However, the range of resources that promotes equality of opportunities, and access to outdoor physical activities is limited.

Staff work well as a team, and there is an induction process in place. They are supported in attending training, but the staff's knowledge in child protection procedures is limited. Staff work in partnership with the management committee in

developing the provision.

Partnership with parents is positive, there is a parents charter and prospectus which covers all areas of the pre-school. A newsletter has been established to provide ongoing information to parents. However, the pre-school notice board and relevant information is not easily accessible. Parents are invited to be more actively involved in pre-school by being members of the management committee.

What has improved since the last inspection?

At the last inspection the provider agreed to make improvements in the following areas:

the staffing policy, risk assessments, written consent for the administration of medication, the equal opportunities policy, the special needs statement (and the appointment of a special educational needs co-ordinator), the access to relevant training, the process for the sharing of information with parents on their children's records and progress, the staff's understanding of child protection issues, and the child protection policy in relation to allegations against staff and volunteers. They also agreed to review all the pre-school policies and procedures.

All the actions, with the exception of staff's knowledge of child protection issues, have been comprehensively addressed. Staff now have a greater knowledge of all the 14 National Standards.

What is being done well?

- Staff give good attention to the individual needs of the children. They promote a secure and safe environment that enables the children to settle and feel confident in their surroundings. This supports the staff in managing the children's behaviour in a calm and consistent way, through praise and encouragement.
- There is a good range and selection of toys and resources that provide the children with a variety of interesting activities. This supports and promotes their learning through play. Staff plan on a termly and weekly basis to provide topics of interest. They use focused activities to extend the children's understanding, and develop their progress. Staff evaluate the care and provision they provide and are committed to improve the effectiveness of the pre-school.
- Partnership with parents is good, staff provide information through the prospectus and the parents charter. They have established a newsletter and parents are invited to be part of the management committee to contribute more directly.

What needs to be improved?

- the security of the rear entrance

- the outdoor activities in relation to physical play
- the resources that reflect equal opportunities
- the information for parents in relation to its display and access
- the training for staff on child protection issues.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
6	Make sure that premises are secure at the rear entrance of the building.	30/11/2003

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

Std	Recommendation
3	Plan alternative arrangements for outdoor play opportunities for children's overall physical development.
9	Ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.
12	Improve parent's access to all information displayed.
13	Develop staff's knowledge and understanding of child protection issues.

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

How effective is the nursery education?

Rillington Pre-school Playgroup provides a welcoming environment, children settle well so they make generally good progress towards the early learning goals. They make very good progress in their personal social and emotional development. In communication, language and literacy, knowledge and understanding of the world, mathematical, creative and physical development they make generally good progress.

The quality of the teaching and staff's knowledge of the early learning goals is generally good. They provide a range of practical activities that are supported with good resources and planning, which supports the children's learning. However, the opportunities for outside play and the use of larger equipment does not enable the children to develop their physical play. In mathematical development and communication language and literacy, opportunities for the three-year-olds to extend the use of numbers and problem solving in simple every day activities, and to practice their mark making, writing skills and letter recognition are limited.

The staff provide positive role models for the children and manage their behaviour in a supportive, consistent way.

The planning provides the children with interesting activities and experiences. However, the assessment process does not provide an effective link with the early learning goals and how the children progress, and does not inform future planning.

Leadership and management are generally good. There is a strong commitment to developing practice. Staff are encouraged to attend training and seek other professional advice.

Partnership with parents is generally good. They are given information on the areas of nursery practice and the educational provision, and are invited to be part of the management committee. Staff are establishing systems to enable parents to access their children's records and progress, this includes their contribution to this process.

What is being done well?

- Children's personal social and emotional development is very good. Children are supported in settling in and understanding routines. Staff encourage the forming of relationships with them and other children. They are supporting children in developing their ability to be independent.
- Staff manage the children's behaviour in a calm and consistent way, which enables the children to gain confidence and develop positive attitudes to learning.
- Staff plan and provide a range of practical activities that are used effectively

to enable the three-year-olds to develop their knowledge in all areas of the early learning goals, and to stimulate and maintain their interest.

- Staff are committed to the development of the care and educational provision for the children, through access to ongoing training, monitoring what is being done well, and what needs to be improved.
- Parents are welcomed and can contribute more directly through the management committee.

What needs to be improved?

- the opportunities for the three-year-olds to mark make and develop writing skills and recognition of letters
- the opportunities for children to use numbers in simple problem solving in everyday activities
- the children's access to outdoor facilities to develop their gross motor physical skills.
- the links between children's assessments, planning and the stepping stones towards the early learning goals.
- the information and access for parents about their child's records and progress towards the early learning goals.

What has improved since the last inspection?

The pre-school has made generally good progress since the last inspection. Progress has been made in extending the range of multi-cultural resources, and the introduction of celebrations and festivals that reflect a wider society. Staff have also developed the range of pre-school and topic reference books.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in personal social and emotional development. Staff support children in developing relationships, to be independent in selecting resources and confident in their surroundings, and to work alone or as part of a group. Staff manage the children's behaviour in a consistent and supportive way, they encourage manners, turn taking and sharing.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making generally good progress in communication language and literacy. The children are engaged in conversations with adults and each other, and are given opportunities to express themselves. Staff provide a home book-lending service to encourage reading with parents. The children have some access to mark making and recognising their name in print. However this is not extended for the three-year-olds to develop their emergent writing skills and recognition of letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in mathematical development. There are resources and activities that support children's learning in numbers, size and matching some shapes. More able three-year-olds are able to count to ten and beyond. However, the three-year-olds have insufficient opportunities to extend the use of numbers in simple problem solving through everyday activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are making generally good progress in knowledge and understanding of the world. Children are provided with resources and activities that promote the use of their senses, they are able to use simple tools for a purpose, and to construct and build things. They are talk about their family, and are beginning to differentiate between past and present.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in physical development. They move confidently round the room and have control, and are developing better co-ordination. They are gaining independence in toileting and hand washing. Access to a range of small equipment and some larger is provided. However, the development of the children's gross motor skills and more physical activities are not extended in the use of larger play equipment, and access to suitable outdoor play.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are making generally good progress in creative development. Staff provide a range of activities that provide experiences of colour, collage, textures and shapes. Children play alongside others, are able to describe experiences and discuss their creations. There are opportunities throughout the session for the children to role play and use a variety of props in their play.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- provide more opportunities for the three-year-olds to extend their mark making and emerging writing skills, and recognise letters.
- extend the use of numbers for the three-year-olds to solve simple mathematical problems through every day activities.
- ensure the children have access to outdoor facilities to develop their gross motor skills.
- provide links with the children's assessments to the progress they are making towards the early learning goals, and use them to inform future planning.
- develop the information and access for parents to their children's records and ongoing progress.

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.