



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 400455

DfES Number: 512339

INSPECTION DETAILS

Inspection Date	25/02/2004
Inspector Name	Cynthia Walker

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Gargrave Pre-School
Setting Address	Neville Road Gargrave North Yorkshire BD23 3RE

REGISTERED PROVIDER DETAILS

Name	The Committee of Gargrave Pre-school
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ORGANISATION DETAILS

Name	Gargrave Pre-school
Address	Neville Road Gargrave North Yorkshire BD23 3RE

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

Gargrave Pre School opened in 1975. It operates from a portacabin within the grounds of Gargrave School. This comprises of one playroom and supporting facilities. It is close to the centre of Gargrave and the local amenities and has its own enclosed play area. It serves the local community and surrounding villages. There are currently thirty two children on roll. This includes fourteen funded three year olds and four funded four year olds. Children attend for a variety of sessions.

The group opens five days a week during school term time on Monday, Wednesday, Thursday, Friday mornings. Sessions are from 08:55 until 11:40 and Tuesday afternoons, 12:45 until 15:15.

There are four members of staff working with the children. All staff have early years qualifications to NVQ level 3. The setting receives the support of the Early Years Development and Child Care Partnership.

How good is the Day Care?

Gargrave Pre School provides good care overall for children. There is clear and effective documentation in place to support the running of the group although some procedures need formalising. There is a training plan in place and all staff access regular training. Toys, equipment and resources are stimulating and provide sufficient challenge.

The Pre School supports the health of the children present; including relevant training to the full staff team and effective procedures are in place to maintain and promote safety. Good behaviour is valued which is reflected in the children's behaviour. There are effective systems in place to support children with special needs. Staff are aware and meet the dietary needs of all children and are providing healthy and nutritious snacks, however drinks are not visually available.

Planned and daily activities meet the needs of the children attending, helping them progress in all areas of learning. This is supported by effective interaction from the

staff team.

Parents are benefiting from a warm and friendly environment and receive appropriate information about the setting.

What has improved since the last inspection?

At last inspection the playgroup agreed to develop an operational plan; provide an action plan detailing a named deputy to take charge in the absence of the person in charge and provide suitable contingency arrangements for emergencies and absences. They were asked to provide operational procedures for outings; have a staff member with appropriate first aid qualifications and produce a child protection statement based on local procedures.

Clear documentation is now in place and staffing procedures have now been improved to ensure appropriate staffing levels are maintained. Appropriate procedures are now in place to support children's safety and all staff have completed training and are effectively supporting the health of the children. Procedures now support all child protection issues.

What is being done well?

- Children have access to a wide range of stimulating planned activities which promotes their interest and involvement, actively extending learning. Relationships within the playgroup are good, children are happy, confident and secure in their daily routines. Staff actively listen and respond appropriately to children extending their learning through sensitive and supportive questioning.
- Creative use of space by dividing the room into individual areas allowing children to move confidently and easily around all areas of play. Toys and resources are stimulating and interesting supporting a balanced range of activities supporting learning in all areas; including the active promotion of equality of opportunity.
- The children are responding to the high expectations of behaviour which is reflected in play. Children are encouraged to share and co operate in play which is supported by the staff's clear and consistent approach
- Relationships with parents is good, they are actively welcomed into the setting and are well informed about activities provided through regular newsletters and the settings notice board. Information about their children's progress is shared informally on a daily basis with a formal meeting before entry into school. Parents have opportunity to be involved on the management committee and help on parents rota.

What needs to be improved?

- the recording of the staff induction procedure.

- the availability of regular drinks for children.
- the recording of the reviews of policies and procedures.

Outcome of the inspection

Good

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

Std	Recommendation
2	Provide a written induction process for staff informing them how the setting operates.
8	Review the availability and access to regular drinking water for children.
14	Appropriately record the dates when policies and procedures are reviewed.

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

How effective is the nursery education?

Gargrave Pre School is an established setting providing a warm and welcoming environment for children to settle and learn. Children are making very good progress to the early learning goals.

Children are making very good progress in personal, social and emotional, mathematical, physical ,creative development; communication, language and literacy and knowledge and understanding of the world.

The quality of teaching is very good. Staff have a clear understanding of how children learn; they plan and provide a good range of practical activities which are evaluated and includes the needs of all abilities, although there are some missed opportunities to extend the learning of the older more able children. Effective assessments are in place to directly inform future planning. Appropriate use of accommodation and resources directly linked to the early learning goals actively promote and extend learning. Relationships are good, staff's effective questioning and sensitive encouragement enables children to extend their learning. Staff manage children well and have high expectations of behaviour. There are effective systems in place to support children with special needs.

Leadership and management is very good. Staff are working effectively as a team supported by an efficient management committee. There is a positive attitude to training and there are regular discussions about planning and assessments with advice being sought from the early years development and childcare partnership. The setting have developed strong and effective links with the adjoining school.

Partnership with parents is very good. Parents are actively welcomed into the setting and receive appropriate information on activities and routines. Staff ensure parents are informed on their children's progress and can observe directly when on parents rota. Parents are involved in the management of the group.

What is being done well?

- Children are confident and happy; they have established good relationships with each other and interact well with adults and are responding appropriately to the behaviour codes of the setting.
- Children are showing an interest in words and are beginning to link sounds to letters through focussing on a regular weekly letter bringing items from home to support this and use of other daily activities and resources such as name cards and clear labeling.
- Good use is made of the local area; nature walks, visits to the garden centre, café and other places of interest and a wide variety of visitors to the group enable children to discuss features of their environment and the

community they live in.

- Children are developing their imaginative skills in a variety of interesting role play activities and general play based on their own experiences. This is supported by changes to the role play area into the vets, forest, space rocket and the use of a good range of available resources within the setting.
- Staff are working as an effective team, they are effectively supporting learning through appropriate questioning, supportive responses and, use of detailed planning and appropriate use of assessments which directly inform future planning.
- Parents are made to feel welcome, having opportunities to be involved in the running of the setting and help on a daily basis. They receive regular information about the routines and activities of the setting through regular newsletters and displays. Parents are informed daily about their children's progress, can access assessment records and receive a more detailed report before entry to school.

What needs to be improved?

- Increase the opportunities for the older and more able children to extend their personal independence.
- Increase the opportunities for the older and more able children to develop their individual skills in creativity.

What has improved since the last inspection?

Children are developing confidence with communication technology and this is now supported by a range of programmable toys. Children's early reading skills are being effectively promoted by the inclusion of clear labelling throughout the setting.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested in activities, showing a high level of involvement especially in small group work maintaining good levels of concentration. They have developed positive relationships within the group including taking turns and sharing ; they are responding to the expectations of behaviour within the setting. Children are developing personal independence selecting resources and seeing to personal needs but this is not extended for the older more able children particularly at snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children can express themselves with increasing confidence and can initiate conversation and give appropriate explanations. They are able to link sounds and letters often by focussing on a chosen letter of the alphabet and supporting resources for example the clear labelling around the room. Opportunities are given to develop writing skills through provision of appropriate resources around the room and planned activities.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Planned activities and daily routines are effectively supporting the children's counting skills including their ability to recognise numerals. Children are beginning to develop an understanding of early addition and subtraction. They are encouraged to solve practical problems in activities such as baking and are experiencing shape, size, quantity and pattern.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Through a range of practical and planned activities children are being given opportunities to explore and investigate. Good use is made of the outside area and wider community giving children opportunities to identify features of their environment and the living world. A wide range of visitors to the setting enables children to find out about people around them. Children are developing skills and confidence on the computer and are beginning to learn about cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are being given opportunities to experience movement in a variety of ways and can move confidently with increasing control. They are beginning to show an awareness of space and have the ability to negotiate it's use when playing together. The use of a variety of tools and other resources is enabling children to develop their hand eye coordination. Planning indicates the use of a wide range of large and small equipment.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Children are enthusiastically engaged in imaginative play and role play based on first hand experiences such as writing invitations and preparing for a barbeque. They are able to explore colour and texture through a variety of planned activities. Children can confidently sing a range of songs and have access to musical instruments. However there are insufficient opportunities for the older, more able children to develop their individual skills.</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:

- Points for consideration.
- Develop the opportunities for the older and more able children to develop individual skills in personal and creative development.

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.