



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY241713

DfES Number:

INSPECTION DETAILS

Inspection Date 15/05/2003
Inspector Name Christine Tipple

SETTING DETAILS

Setting Name Buttercups Pre School
Setting Address The Unit
Cayton
North Yorkshire
YO11 3NN

REGISTERED PROVIDER DETAILS

Name Buttercups

ORGANISATION DETAILS

Name
Address

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

Buttercup Pre-school opened in 2002. It operates from a fixed portakabin classroom with an enclosed outside play area in the grounds of Cayton Primary School, in the village of Cayton. The pre school serves the local community. There are currently 35 children on the register. This includes 12 funded three year olds and five funded four year olds. Children attend for a variety of sessions. There are no children attending with special needs or English as an additional language. The setting operates Monday to Friday and sessions are open from 9:15 a.m. to 11:45 a.m., term time only. There are four staff working with the children. Three have a relevant early years childcare qualifications. The setting receives support from the North Yorkshire Early Years Development and Childcare Partnership, and is presently working towards the Partnerships accreditation scheme.

How good is the Day Care?

Buttercups Pre School provides satisfactory care overall for children aged two to five years. Staff provide a welcoming environment for the children, parents and carers. They give high priority to safety and hygiene practices, both indoors and outdoors. The children have access to a good selection and balance of toys, resources and interesting activities. This supports and promotes learning through play. However there is only a limited selection of toys and equipment which reflect a wider society. There is an effective key worker system in place which ensures a consistent approach to managing children's progress. Staff manage children's behaviour well. There is an effective induction programme for staff, which covers all areas of the practice and provision of the pre school. Staff development is carried out through individual appraisal and training plans. Staff have limited knowledge and understanding of child protection issues. Staff have regular team meetings, and they work effectively as a team. Information for parents and carers is good and is available through an informative prospectus. They have access to all of the pre schools' policies and procedures, but there are no details of the child protection policy in the prospectus, or the contact details for complaints to Ofsted. A newsletter is regularly issued and the notice board is informative and relevant to parents and carers. Parents are encouraged to be helpers at the sessions and their contributions

are valued. Staff welcome parents to come to the pre school and discuss all aspects of the provision. However, the staff need to provide parents with access to their children's records and assessments, and for them to contribute to this process.

What has improved since the last inspection?

There were no actions raised at the last visit

What is being done well?

The safety and hygiene practices for both indoors and outside are good. There are comprehensive policies in place that cover both areas. Children are confident in toileting and hand washing. Staff carry out full risk assessments in all areas of the pre school, this includes all outings with the children. (Standard 6) There is a good selection and range of toys and resources which provide the children with interesting and varied activities. The staff support the children and their individual needs and praise and encourage them. This supports the children's learning and development in an effective environment. (Standard 3) Staff work well together as a team. They are supported in attending training, and hold regular team meetings. (Standard 2) The key worker system provides a consistent approach for both the children and parents, and ensures a consistent approach to the management of the children's behaviour. (Standard 11) There is good information for parents which is informative and accessible. There are comprehensive policies in place to inform parents/carers of the roles and practice of the pre school. (Standard 12)

An aspect of outstanding practice:

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What needs to be improved?

information for parents and carers on accessing their children's records and progress (Standard 12 & 14); Ofsted's contact details for complaints (Standard 12); information for parents of child protection policy (Standard 13); staff's knowledge and understanding of child protection issues (Standard 13); the range of activities and resources that promote equality of opportunity and anti-discriminatory practice (Standard 9).

Outcome of the inspection

Satisfactory

WHAT NEEDS TO BE DONE NEXT?

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

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

Std	Recommendation
9	ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice
12	provide contact details for Ofsted in the complaints procedure available for parents
13	develop (staff's) knowledge and understanding of child protection issues
14	provide opportunities for parents to receive regular information on their children's progress

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

How effective is the nursery education?

Buttercup Pre School provides a welcoming environment where children make generally good progress towards the early learning goals. Progress in personal, social and emotional development, and physical development is very good. Generally good progress is made in communication, language and literacy, mathematical development, creative development, and in knowledge and understanding of the world. The quality of the teaching is generally good. Staff have a good understanding of the early learning goals and provide a range of practical activities to help children learn. The setting, including the outside area, offers a stimulating environment. However the available resources for creative development and knowledge and understanding of the world are not used to their best effect in order to develop children's free choices and independence. In communication, language and literacy, and in mathematical development children have insufficient opportunities to develop their writing skills, use numbers and problem solve in everyday activities. The planning and assessment systems in place provide information about children's learning and progress, but this is not extended to inform future planning in order to reflect children's ongoing individual progress. The staff have high expectations of children's behaviour and there are positive relationships with children, who are able to work on their own or in groups. The leadership of the pre school is generally good. There is a strong commitment to developing and improving practice. Staff attend a range of training and have regular meetings. All are involved in the planning and assessment of children. Partnership with parents is good. They are provided with a range of information about the pre school. The parent's rota is well supported and parent's contributions are valued. However, there is no system in place for parents to access their children's individual records, and contribute to them.

What is being done well?

Children's personal, social and emotional development is very good. They are confident and eager to participate in all activities, both on their own and as part of a group. Behaviour management is consistent. Clear boundaries are understood by all and children behave well. Staff have a good understanding of the early learning goals. They provide a suitable range of activities, which promotes children's learning and development in all areas. The classroom and outside area are set up to provide the children with a stimulating environment. Children develop a good awareness of space, they use different tools and equipment well and are learning about their own bodies. Parents are welcomed by the staff. They are encouraged to participate in the sessions through the parent rota, and their contributions are valued. The leadership of the pre school is supportive and there is effective team work. This ensures continual monitoring and development of staff training and expertise, which benefits the children.

What needs to be improved?

opportunities for both three and four year olds to develop mark making and writing skills; opportunities for children to use numbers and solve problems in every day activities; children's independence on order to self select from a range of resources available; links between children's assessments and planning, in order to inform the teaching for the whole group and for individuals; opportunities for parents to access their children's records and to contribute to this process.

What has improved since the last inspection?

This is the first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Children make very good progress in personal social and emotional development. The children are happy and confident and are interested and involved with their play, which supports their learning in a range of ways. Staff interact well with the children and behaviour is managed well. Children are learning to work as part of a group, take turns and share fairly.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children make generally good progress in communication, language and literacy. Many children are fluent and confident speakers and engage easily in conversations both with adults and with each other. They have access to suitable resources for mark-making and writing, and access to an appropriate range of books and other visual images. However, there are insufficient opportunities for the children to extend their writing skills, and link sounds to letters.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in mathematical development. There are resources, including games and visual displays to support children's learning in numbers, size and shapes. Staff use number recognition, and mathematical concepts in their interaction with children e.g. addition, subtraction and sequencing. However, children have insufficient opportunities to use maths as a way of solving problems in every day situations.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Children make generally good progress in knowledge and understanding of the world. They have opportunities to investigate and explore through tactile displays and through their senses. Children talk about their own lives and talk about past and present events. There is access to a range of tools and equipment, however more choices are needed to extend the children's learning.	

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children make very good progress in physical development. They have space to move about freely and confidently. The outside area is used as an extension to the classroom and this enables the children to extend their physical play in the outdoor area. Staff encourage the children to be active and access the resources provided. Children learn about their bodies and are confident in washing their hands and the reasons why they do this.	

CREATIVE DEVELOPMENT	
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Judgement:	Generally Good
<p>Children make generally good progress in creative development. They can express their ideas through a broad range of creative activities e.g. role play, painting, collage, and music and movement. However, the lack of opportunity to independently select materials limits their free choice to a wider selection of resources, which, in turn, limits their free expression.</p>	
Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y

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

improve the access to resources in all areas, but particularly in creative development, in order to promote children's independence. provide opportunities for the children to develop and extend mark making and writing skills and link sounds to letters. provide more opportunities for children to use numbers and solve mathematical problems in every day situations. improve links between assessment and planning to inform teaching and aid children's development. provide opportunities for parents to access and contribute to their children's records.

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.