



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 321485

DfES Number: 536905

### INSPECTION DETAILS

Inspection Date	16/07/2004
Inspector Name	Tracy Ward

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Poppleton Under 5'S Group
Setting Address	Methodist School Room, The Green Upper Poppleton York North Yorkshire YO26 6DD

### REGISTERED PROVIDER DETAILS

Name	The Committee of Poppleton Under 5'S Group
------	--

### ORGANISATION DETAILS

Name	Poppleton Under 5'S Group
Address	Methodist School Room, The Green Upper Poppleton York North Yorkshire YO26 6DD

## 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

Poppleton Under 5's Group is accommodated in the Methodist School Rooms, Upper Poppleton; a village on the outskirts of York. The group is well established, managed by a voluntary committee and has registered charity status. They have been registered for approximately 16 years. The group provides sessional care and education for children aged two to five years. The children who attend are primarily from the local community.

The accommodation consists of one main playroom with toilet and storage facilities along the adjacent corridor. They have access to a fully enclosed play area at the rear of the premises. The kitchen facilities are off the main playroom.

There are 16 children on roll, of which 12 three-year-olds receive funded nursery education. There are no children attending with special educational needs (SEN) or who have English as an additional language (EAL).

The group currently operates in term time only on Monday, Wednesday and Friday between 09.15 and 11.45.

There are three full time members of staff, two have appropriate childcare qualifications, and the other is working towards qualifications. The group receives regular support from the local Early Years Development and Childcare Partnership (EYDCP) including the teacher advisor, the reception teacher from the local school and is affiliated to the Pre School Learning Alliance (PLA). They are also active members of the Poppleton Early Years Partnership.

### How good is the Day Care?

Poppleton Under 5's Group provides good quality care for children overall. A warm welcoming environment has been created, which children enjoy attending and are very happy and settled. A good detailed range of policies and procedures ensure the smooth day-to-day running of the facility. Staff are knowledgeable about special needs, equal opportunities and child protection procedures.

Staff give priority to children's health and safety and regular risk assessments ensure that potential risks are minimal. Most health and safety requirements are in place. Good behaviour is valued and encouraged which results in children interacting very well with each other. There are warm and caring relationships between children and staff. Staff attend well to children's individual needs.

The playgroup is resourced well, with stimulating good quality play materials and equipment. Planning demonstrates that they provide an interesting and stimulating range of activities that build on children's natural curiosity as learners. Good quality interaction and a range of activities, effectively supports children's learning in most areas. Their ideas are valued and they are encouraged to make their own decisions. Children have some opportunities to self-select and make independent choices.

The playgroup works well in partnership with parents. Good, warm relationships are fostered. Parents are kept informed regarding all aspects of playgroup life through materials including photographs, newsletters and informal contact with key workers. All documentation is in place and most is completed appropriately.

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

At the last inspection there were several actions relating to safety and accompanying documentation. The group has now put the appropriate measures and documentation in place. There is a fire drill and emergency evacuation practice log, a visitor book, incident book and accidents are appropriately logged. This ensures that children are cared for in a safe environment and appropriate records are kept.

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

- Children's learning is supported by the provision and range of good quality stimulating resources and experiences that are presented to them in an interesting way. Children are supported well and are enthusiastic in wanting to participate with their peers.
- The commitment of the staff to developing warm and trusting relationships with children and parents.
- There is strong emphasis on behaviour management, consideration and caring for others. Children are encouraged to behave well and have a good sense of right and wrong. They respond extremely well to staff's consistent, sensitive guidance and praise.
- The quality of care and teaching is good, staff interact well with the children and use good questioning techniques, encouraging children to talk about their play, learn new words and investigate practical experiences.

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

- children's access to fresh drinking water at all times during the session
- the system for recording children and staff's hours of attendance

- the risk assessment of potential hazards in the outdoor play area.

### 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	Improve the system for registering children and staff attendance on a sessional basis, showing their hours of attendance.
6	Reassess and minimize the potential hazard of the glass in the shed window, in the outdoor play space.
8	Extend the children's access to fresh drinking water.

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

### How effective is the nursery education?

At Poppleton Under 5's group three-year-old children are making generally good progress overall towards the early learning goals. They make good progress in communication, language and literacy, creative, mathematical, physical and personal, social and emotional development; they make acceptable progress in knowledge and understanding of the world.

The quality of teaching is generally good. Staff work together well and have good relationships and levels of interaction with the children. They have a good understanding of the early learning goals. The staff use appropriate methods to encourage younger children to develop, however challenges and expectations of what older children can achieve are not always high enough. There is a good range of activities, although older children do lack opportunities to attempt self-chosen challenges and solve problems independently as the resources presented are too narrow. The developing system to record and monitor children's progress and achievements is generally good, however it is not used to inform the future planning. Staff have regard to the Code of Practice for Special Educational Needs and a good policy in place.

Leadership and Management are generally good. The new committee is very dedicated to improving and raising standards within the nursery education. There are not yet formal methods to assess the development of the staff or monitor the provision for nursery education, however there is a good and clear development plan in place.

Partnerships with parents are generally good. Staff encourage parents to share what they know about their child. Parents receive good quality information about the setting and the about the curriculum. There is an adequate informal exchange of children's progress, however the formal channels for communication with parents to discuss their child's progress are weak which impacts on their involvement in their child's learning.

### What is being done well?

- Children's spoken language is developing well. Three-year-old children effectively communicate. They negotiate with each other and more confident children express wants and interests clearly to adults and other children.
- The methods that the staff employ to support personal social and emotional development are good. Children develop a strong feeling of confidence and self esteem, they show curiosity and a positive approach to new experiences. They are encouraged to develop good social skills and manners.
- In mathematical development staff use good questioning techniques to encourage children to compare and recognise pattern and groups of similar

objects. They encourage children well, so that they are able to effectively learn for example counting objects from one to five.

- Children's physical movement skills are promoted effectively by continuous opportunities during the daily programme to encourage control of movements and negotiating space and pathways. For example marching in a line and moving like trains with arm and leg co-ordination.

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

- the use of children's individual assessments to inform the planning so that staff may present effective challenges for older and more able children, for example opportunities to solve problems and encouragement to continue the sequence of an imaginative storyline
- the range and quality of information that parents receive regarding the progress of their children
- the support of children's knowledge and understanding of the local and wider external environment and information and communication technology (ICT) through first hand experiences
- the opportunities for children to recognise and experiment with familiar words, letters, letter sounds and numerals in everyday practical experiences.

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

not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children separate from carers confidently and have begun to form relationships with adults and other children. They approach each other for play and adults for support. Children play effectively alongside each other and co-operatively. They are developing a sense of community and help to tidy away and participate in events such as birthdays. Older children have insufficient opportunities to attempt self-chosen challenges.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Language is developing very well children speak to each other and adults confidently and clearly. They show an understanding of the elements of stories and when questioned contribute and predict what may come next well. Most children can vocally express real and imaginary experiences. Older children lack sufficient challenge in recognising familiar letters and letter sounds in everyday practical play experiences.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are confident in counting groups of objects to five. They are developing an awareness of size, shape and position and use appropriate language in their play. More able children are developing basic skills in subtraction and addition through practical activities including number rhymes. There are insufficient opportunities for children to recognise numerals and use this skill in play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
------------	------------------------

Children are developing an awareness of their own and other cultures. They can make links between significant events past and present. They learn about the nature, for example topics on minibeasts. Children have insufficient opportunities to use information and communication technology to support their learning. Opportunities to learn about their local area, features of their surroundings and have community visitors are significantly weak.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children move confidently and safely throughout the environment with good co-ordination. They show an awareness of space and others and negotiate obstacles successfully, for example when playing outdoors. Children effectively handle small tools however, those who are more able have insufficient opportunities to attempt self-chosen challenges such as building and constructing with large equipment and materials.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children are enthusiastic and join in with songs and rhymes; they add appropriate actions and gestures and make their own sounds with instruments successfully. Children respond enthusiastically to role-play, however opportunities to extend and work through the sequence of an imaginative storyline are limited by insufficient resources. Most children effectively explore and experiment with media and materials. Older children are becoming successful in making constructions to represent their ideas.</p>	

**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

- Ensure that children's individual assessments are used to inform the planning, to present effective challenges and opportunities for those who are more able.
- Support children's learning more effectively, through first hand experiences of ICT and the local and wider environment including people with familiar roles.
- Develop the quality of information that parents receive regarding their child's progress.
- Encourage children to recognise text, letter sounds and numerals independently in practical experiences within the setting.

*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.*