



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 400288

DfES Number: 518224

INSPECTION DETAILS

Inspection Date	10/02/2004
Inspector Name	Elizabeth Patricia Watton

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Derwent Valley Pre-School
Setting Address	The Village Hall Main Street, Hutton Buscel Scarborough North Yorkshire YO13 9LR

REGISTERED PROVIDER DETAILS

Name	The Committee of Derwent Valley Pre-School Committee 1043524
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ORGANISATION DETAILS

Name	Derwent Valley Pre-School Committee
Address	Village Hall Main Street, Hutton Buscel Scarborough North Yorkshire YO13 9LR

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

Derwent Valley Playgroup is a voluntary, committee-run pre-school provision. The group operates in the village hall in Hutton Buscel, which is just off the A170 near West Ayton, to the west of Scarborough.

Opening hours are from 9:15 to 12:00 Monday to Friday, term time only. Established in 1968, and registered since 1992, it serves mainly the immediate locality, including the nearby villages of East and West Ayton and the surrounding rural area.

The group is registered with the Local Education Authority to provide funded places for those children of eligible age. For this they have the regular support of an Early Years Development Childcare Partnership Consultant. Of the 24 children currently on role, there are 9 funded 4 year olds and 11 funded 3 year olds. There are children with special educational needs currently attending and no children who speak English as an additional language.

The sessions are managed by Lynne Kemmenoe who has a recognised qualification. Three other staff are employed, two of whom also have early years qualifications at level three. The group also welcomes parental support.

How good is the Day Care?

Derwent Valley Playgroup provides good care for children. The staff ensure a warm, welcoming atmosphere where children feel relaxed, confident and motivated. The committee's support of the staff in their professional development and contribution to the appraisal system is effective, as is the group's use of students. The shared premises present some challenges for the staff, but they work hard to ensure that the main areas are child friendly and attractive. There is a good range of resources both indoors and out. Documentation is well organised with all required elements of record keeping completed appropriately, although minor developments would be beneficial.

All aspects of the children's health and safety are well addressed, door security on

arrival and departure is particularly good. Snacks are healthy and nutritious with choices offered to the children each day.

The children are able to choose from a wide range of interesting and stimulating activities throughout the morning. The high adult-child ratio and the sensitive interaction with the children enables the children's individual learning needs to be effectively addressed whilst at their self-chosen activities. This takes the child's stage of development, areas of interest and dispositions into account, benefiting all children equally. This approach works particularly well regarding the quality of inclusive play and learning for children with special needs. The behaviour management policy is implemented effectively, ensuring that children's self esteem is high and relationships positive.

Partnership with parents is very good. Parents receive clear information about all aspects of the group in written and verbal forms. Relationships are relaxed and informal. Parents comment very favourably on the friendliness of the staff and the range of activities provided.

What has improved since the last inspection?

'not applicable'.

What is being done well?

- The premises are attractive and child friendly. Due to the hard work of the staff, the attractive displays and the lay-out of the activities has a positive effect on the children's dispositions and their self-help skills.
- The staff prepare and plan a range of worthwhile activities addressing all the children's developmental needs and areas of interest.
- There is a good range of equipment. This is rotated and effectively arranged to maximise the learning potential, the equality of access, and the enjoyment for the children.
- The adult-child ratio is often one to four. This enables the staff to spend quality time with small groups of children, successfully addressing their individual care and developmental needs.
- The staff's pleasant interaction with the children and their consistent use of praise and encouragement ensures that the children are cheerful and behave very well.

What needs to be improved?

- documentation, to ensure that the complaints policy contains up to date contact details for the regulatory body.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<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?

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
14	Ensure that complaints policy contains up to date contact details for the regulatory body.

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

How effective is the nursery education?

Derwent Valley Playgroup provides very good nursery education for the children in their care. There is a pleasant and stimulating environment where children make very good progress towards the early learning goals in all areas of learning.

Teaching very is good. The staff use their sound knowledge of the early learning goals to plan interesting, play based learning opportunities. The high staffing ratio enables staff to use sensitive questioning to scaffold the children's individual learning effectively in all areas but particularly regarding their mathematical development. This approach is successful in addressing the individual progress of children with special needs. The children behave very well as a result of the effective and sensitive behaviour management techniques used by the staff and the careful attention paid to their personal, social and emotional development. The daily routine enables children to access the various learning opportunities freely, and develop their self selection skills, although does not always provide opportunities for the older and more able children to develop their pre-writing skills to a high standard in their everyday play. The planning and assessment system now in use, has strong links to the foundation stage. It is effective in recording the children's achievement and enables staff to plan for the next stage.

The leadership and management of the group is very good. The strong team of staff have a shared ethos and commitment to providing a high standard of play-based early years education. The positive approach to overall development is evident in the attention given to continued evaluation of the activities and facilities.

Partnership with parents is very good. Parents are well informed about the general running of the pre-school and curriculum issues. They receive clear information about their child's progress and contribute to the assessment process in their early stages of development.

What is being done well?

- There is strong emphasis on personal, social and emotional development. The younger children are encouraged to share and take turns, the older children do this confidently and behave exceptionally well with the minimum of adult support.
- The staff's sound knowledge of the early learning goals ensures that the range of planned activities covers several areas of learning. Baking activities and parachute games are planned so that children can develop their mathematical and communication skills, their understanding of change, cause and effect, their physical skills as well as addressing their creative development. This ensures that the children's individual areas of interest and aptitudes are addressed and all participate in the curriculum eagerly and with great exuberance.

- The staff pay great attention to the children's mathematical development by helping them to count, measure and compare at fun activities such as singing and baking.
- The staff spend a lot of time talking with the children in very small groups. Sensitive questioning and high expectations ensure that the older children are effectively challenged. This also provides a high level of support and encouragement for the youngest children and those with individual learning needs.
- A key worker system combined with a shared responsibility within the assessment process ensures that all the staff have a good knowledge of the children's learning needs.

What needs to be improved?

- opportunities for children to further develop their writing skills in their daily activities and routines.

What has improved since the last inspection?

Improvements made by the group since last inspection are very good. The point raised for consideration was to improve the presentation of the weekly plan so that others would find it easy to understand. The group have now evaluated all planning and assessment documentation. Staff have also attended training and accepted guidance from the Early Years Development and Childcare Partnership on this matter. It is now clear to staff, parents and visitors how staff are deployed and which activities provide opportunities for assessment. This enables staff to use the assessment to inform planning and parents to understand how to help their child if they wish.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children form strong, trusting relationships with adults and peers and become motivated and confident learners. They understand that people have different needs and cultures, they respect this and learn to appreciate diversity. The older and more able share and take turns very well with the minimum of adult support and behave very well. All children can sit and listen and demonstrate this competently at regular story times and for music and movement sessions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children speak increasingly clearly and can express themselves in various situations. Children begin to hear initial sounds in words. They easily find their name cards to register that they have had their snack and to attempt to write their name on their work. Older and more able children do not often demonstrate their ability to form familiar letters correctly. Children handle books carefully, they enjoy stories and confidently use books to find out about insects and butterflies.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children can count to nine with increasing confidence and accuracy, the older and more able children easily count beyond and recognise the associated numerals. The older and more able children develop their understanding of more and less to a high level in their favourite number songs. All the children use simple mathematical vocabulary confidently and naturally in their baking and construction play to describe position, size, weight and shape.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children find out about features of living things and objects and understand how this information can be recorded. They confidently talk about change and question why things happen when baking or gardening. The children begin to develop a sense of time and place and their position within it, they enjoy looking at photographs of previous events in pre-school and talk about them confidently. They enjoy learning about cultural traditions and incorporate other languages into their songs.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The children move with increasing control and confidence, moving competently in different directions and often in time to music. They develop their skills in throwing, catching and retrieving when playing parachute games. The children develop their fine motor skills to a good level by engaging in activities such as grating, chopping and spreading in their baking activities and threading, sorting and cutting in their mathematical and creative work.

CREATIVE DEVELOPMENT

Judgement: Very Good

The children confidently explore colour, texture and shape in their free choice art and craft work. They sing a wide range of songs from memory and can match movement to music very well. The children respond to experiences with developing imagination. They are inspired to communicate their ideas, thoughts and feelings in their art, drama, cookery, gardening and parachute play.

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:

- increase further the opportunities which encourage the older children to develop their writing skills to a higher level in their daily activities and routines.

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.