



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 400037

DfES Number: 519494

### INSPECTION DETAILS

Inspection Date	04/05/2004
Inspector Name	Pauline Pinnegar

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Topcliffe Pre-School Playgroup
Setting Address	The Portacabin, Topcliffe Primary School School Lane Topcliffe North Yorkshire YO7 3RG

### REGISTERED PROVIDER DETAILS

Name	The Committee of Topcliffe Pre-School Playgroup
------	---

### ORGANISATION DETAILS

Name	Topcliffe Pre-School Playgroup
Address	The Portacabin, Topcliffe Primary School School Lane Topcliffe North Yorkshire YO7 3RG

## 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

Topcliffe Pre-school Playgroup is a committee run group and has been registered since 1992. It is located in the grounds of Topcliffe Primary School in the village of Topcliffe, North Yorkshire and serves the local and surrounding areas. The playgroup operates from a portacabin with toilet facilities available in the room. The group also has use of the school toilet facilities if required. The playgroup has sole use of the premises.

The playgroup is registered to provide sessional care for 24 children aged between two years and under five years old. There are currently 32 children on roll. This includes 14 funded three year olds and 13 funded four year olds. The playgroup supports one child with special educational needs ( SEN ) and there are procedures in place to support children who speak English as an additional language (ELA ).

The playgroup opens five days a week school term time only. Sessions are from 09:00 to 11:30 and additional riser sessions are provided from 11:30 to 13:00 each day apart from Thursday.

There are five part time staff working with the children four of which hold suitable childcare qualifications and one staff member is working towards her qualification. All the staff are suitably experienced in childcare. The group receives regular support from the local Early Years and Childcare Partnership ( EYDCP ).

### How good is the Day Care?

Topcliffe Pre-School Playgroup provides good quality care for children with some very good aspects. Management and staff work very well together as a team to provide a warm and welcoming atmosphere for children and their parents. Clear policies and procedures which are understood by all staff ensure that children are cared for in a safe and stimulating environment. there are high levels of staff with appropriate qualifications and all staff are suitably experienced in childcare. There is a strong commitment by management to further development.

Staff give high priority to children's health and safety and comprehensive risk assessments are undertaken to ensure children's safety. Staff promote the good health of the children by taking positive steps to prevent the spread of infection. They raise children's awareness of good hygiene practices. Children are provided with healthy snacks and drinks. Good behaviour is valued which results in children interacting well with each other. Warm and caring relationships have been established between children and staff, Children's individual needs are met very well. Staff have a good understanding of child protection but policy does not include all the relevant procedures.

An excellent range of play opportunities and varied and exciting activities are provided. Children's creative and physical development is promoted very well. The group is well resourced, with stimulating play materials and equipment. All activities are planned thoroughly and teaching is of a high standard. Resources are used effectively in all areas. Staff meet children's individual needs through positive interactions that enhance self esteem and learning. Children are confident and their ideas are valued and their independence is promoted at all times.

Partnerships with parents are very good. warm relationships are fostered. Parents are kept well informed about their child's progress and receive good quality information. Most documentation is in place.

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

Good progress has been made since the last inspection. All the key issues raised have been addressed. Documentation now includes a clear system for registering children's attendance. The operational plan has been updated and now includes accurate session times. Records now include a visitors log, complaints procedure, accident and incident information. Although the child protection policy has been reviewed and now includes clear procedures and staff responsibilities and contact numbers, it does not include procedures to be followed regarding an allegation against a staff member.

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

- There is a strong emphasis on partnership with parents. They are kept fully informed about their child's development and information is shared on a regular basis. Parents are actively encouraged to be involved in their child's learning.
- The provision of stimulating resources and play opportunities are presented in an exciting and interesting way for children. Staff help all children develop confidence and self esteem by providing a warm welcoming environment.
- Trusting relationships have been built between staff and children, with children's individual needs met well.
- The quality of teaching is very good. Staff work well as a team, setting appropriate challenges for children. Activities are well planned ensuring all areas of the children's learning and development are covered, in particular

their creative and physical development.

- Children's behaviour is managed very well. Children respond well to consistent handling. There is a strong emphasis on respect and consideration for others.

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

- documentation to include written parental consent for emergency treatment and parents signatures on medication records
- the child protection policy to include procedures to be followed if an allegation is made about a member of staff

#### **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
7	request written permission from parents for seeking emergency medical advice or treatment and ensure the medication record is signed by all parents
13	ensure that the child protection policy includes the procedure to be followed if an allegation is made against a staff member.

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

### How effective is the nursery education?

Topcliffe Pre School offers high quality nursery education which gives a good foundation for future learning. Children learn in a caring and friendly environment and a warm and welcoming atmosphere is provided for children, parents and carers. They are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a sound knowledge of all areas of children's learning. They work well together as a team and are committed to provide a interesting and challenging curriculum for the children. They make good use of a broad range of high quality resources. Positive relationships have been built with the children and interaction is very effective and promotes children's confidence, independence and social skills. Children with SEN receive very good support enabling them to take part in all activities and make good progress. Staff's expectations of behaviour is high and as a result children behave very well. Staff plan a good balance of adult led and child initiated activities which are carefully planned and presented. Plans ensure children are offered experiences in all areas of learning and make clear what they are intended to learn. Assessments are completed regularly and are used to inform future planning.

The pre school is very well led and managed. Staff ensure the smooth running of the pre school and are well aware of their roles and responsibilities. Management and staff are committed to developing practice through ongoing training. The manager leads and encourages staff with an enthusiastic approach and values their opinions.

The partnership with parents and carers is very good and effective in helping children to achieve the early learning goals. Clear and detailed information is given to parents on how children learn what they will be learning and how well they are progressing. Systems are in place which effectively encourage parents to share information and be involved in their child's learning.

### What is being done well?

- Relationships between staff, children and parents are excellent helping children to feel safe and confident.
- Children with special needs receive very good support and make good progress.
- All aspects of learning are promoted in a way which encourages curiosity and as a result children have lots of fun and are very happy.
- Staff plan very well for the provision of exciting and stimulating activities to promote children's development in all areas of learning particularly creative development.
- The enthusiasm of the manager has a positive impact on the quality of care

and education provided and staff have the ability to make each child feel special and their ideas valued.

- The good links with the school help children to make a smooth transition pre school.

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

- the opportunities to further develop problem solving skills
- the organisation of the computer area to ensure it is used more frequently independently by children

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

The nursery has made very good progress in addressing the two issues which followed their previous inspection.

Children's names have been re written using upper and lower case letters. As a result children are beginning to recognise upper and lower case letters.

Annual appraisals are now undertaken on all staff and as a result training needs are identified.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate well from their carers and settle quickly to tasks. They show good skills of concentration and perseverance and they are eager and keen to learn. Children approach adults with confidence. Behaviour is very good and they have established good relationships with their peers and all adults. Children are aware of boundaries within the setting. They display a good sense of community and comment on different parts of their lives. Children demonstrate a positive self image.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate confidently and initiate conversations with other children and adults including inspectors. They listen to what others are saying. Children listen attentively to stories becoming involved in recalling events in the stories. They handle books correctly and books are used within many activities. Children understand the purpose of writing and are given good opportunities to practice their writing skills for a variety of purposes.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can count reliably beyond 10 and some are able to recognise some written numbers. They can confidently recognise and show an interest in size and amounts and can follow simple patterns with ease. Children are developing an understanding of addition and subtraction and they are introduced to ideas of weight and capacity as they explore sand and water.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children know about the environment in which they live. They investigate objects and materials very well. Children enjoy exploring with confidence and ask questions about how and why things work. They construct purposefully and can use simple tools and techniques competently. Children are gaining an awareness of their own cultures and beliefs and those of other people.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing a very good sense of space. They learn to manoeuvre with skill and control as they move both indoors and outdoors. Children move with confidence, imagination and safety and have good opportunities to develop new and build on existing skills. They have good hand eye co - ordination and use tools and materials appropriately.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children express their ideas freely through a range of activities such as role play, painting collage and movement. they use their imagination confidently and enthusiastically in art and design, role play music and stories. Children show an interest in and respond in a variety of ways to what they see, hear, smell, touch and feel.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



### **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:*

- There are no key issues however there are two points for consideration
- extend opportunities for children to solve mathematical ideas and methods to further develop problem solving skills
- develop the opportunities to encourage children to access the computer

*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.*