



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 400327

DfES Number: 521975

INSPECTION DETAILS

Inspection Date	15/09/2004
Inspector Name	Elaine Marie McDonnell

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Appleton Wiske Pre-School
Setting Address	Front Street Appleton Wiske Northallerton North Yorkshire DL6 2AA

REGISTERED PROVIDER DETAILS

Name	The Committee of Appleton Wiske Pre School
------	--

ORGANISATION DETAILS

Name	Appleton Wiske Pre School
Address	Front Street Appleton Wiske Northallerton North Yorkshire DL6 2AA

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

Appleton Wiske Pre-School is a sessional care facility held in the Village Hall in the village of Appleton Wiske in North Yorkshire. The pre-school has been registered since August 1996 but care has been offered here for 30 years. The provision serves both the local community and several other villages within the wider community.

In recent years the village hall has been refurbished and the pre-school operates in one of the rooms. It is registered to provide care for up to 24 children aged from 2 to under 5 years, however children start when they are two-and-a-half years old. There are currently 16 children on roll from two-and-a-half to 4 years. Of these, 11 three-year-olds have funded places. There are no children at the group with special educational needs or with English as an additional language.

Three members of staff are employed to work directly with the children, all share a wide range of childcare skills, qualifications and experience. There is often also a parent helper on duty. The pre-school has established close links with the local community primary school.

How good is the Day Care?

Appleton Wiske Pre-School provides good quality care for children with some excellent aspects. Staff work very well together as a team and are proactive in assessing and arranging future training needs. Good use is made of available space and resources and the environment is made very warm and welcoming for parents and children. There is a good range of resources available including both indoor and outdoor equipment; these promote development in all areas of learning. Most documentation required for the safe and efficient management of the provision is available and is well presented.

Children are well supervised and there is usually a parent helper on duty resulting in staff spending of all their time directly with the children. All staff have an appropriate first aid certificate and the setting acts in the best interests of all children with

regards to illness. Children receive a snack and a drink each morning and snack time was observed to be a relaxed and social occasion. All children are included and valued, staffs' understanding of their individual requirements and personalities is excellent and they are committed to meeting the needs of every child. There is a nominated member of staff for special needs, she has had access to appropriate training in this area. A comprehensive child protection policy is in place and staff have access to ongoing training.

Children are involved in an excellent range and balance of activities that help them make progress in all areas of development. Children are very involved and interested in their play and thoroughly enjoy themselves, staff are very interested in what children say and do and interaction is excellent. The management of children's behaviour is excellent, positive behaviour is valued, praised and encouraged.

The setting works very well in partnership with parents they are kept fully informed of their child's development and progress through regular discussion and the home/school book.

What has improved since the last inspection?

not applicable

What is being done well?

- Staff have a positive attitude towards training and development, they are proactive in assessing training needs and their attendance at future courses as already been arranged.
- Children are involved in an excellent range and balance of activities that help them make progress in all areas of development. They are very involved and interested in their play and thoroughly enjoy themselves, staff are very interested in what children say and do and interaction is excellent.
- Good use is made of available space and resources, staff provide as many activities and toys as possible and the environment is made very warm and welcoming for children and parents. All activities are presented attractively.
- All children are included and valued, staffs understanding of their individual requirements and personalities is excellent and they are committed to meeting the needs of every child.
- The setting works very well in partnership with parents they are kept fully informed of their child's development and progress through regular discussion and through the home/school book.

An aspect of outstanding practice:

Equality of opportunity is very well practiced within the setting. This results in all children being included and valued, staffs' understanding of their individual requirements and personalities is excellent and they are committed to meeting the needs of every child. All children appear settled and secure and some have only recently joined the pre-school.

What needs to be improved?

- the availability of a procedure for a lost child.
- the availability of a risk assessment of the premises.

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
6	Record the assessment of risk on the premises and outdoor play area, include actions to be taken to minimize identified risks.
2	Ensure a procedure to be followed in the event of a child being lost is available.

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

How effective is the nursery education?

Appleton Wiske Pre-School offers high quality provision which helps children make very good progress towards the early learning goals. Children make very good progress in personal, social and emotional development, in communication language and literacy, mathematical, creative and physical development and in their knowledge and understanding of the world.

The quality of teaching is very good. There is a good range of resources including both indoor and outdoor equipment available that promote development in all areas of learning. All staff are involved in activity planning and use their knowledge of the foundation stage well to plan interesting and purposeful activities which children thoroughly enjoy. All staff are effective practitioners providing challenge and support to children's learning.

The leadership and management of the setting is very good. The manager supports staff and ensures they have access to ongoing training and development courses. All staff are very committed to the continued improvement of care and education for children and evaluate the effectiveness of the activities they provide.

The partnership with parents and carers is very good and contributes to the children's progress. Parents receive detailed information about the setting, the foundation stage and its provision. Parents are encouraged to be involved in their children's learning and the information given by parents is used well to inform planning.

What is being done well?

- Children's personal, social and emotional development is a strength within the setting, children are interested, excited and motivated to learn. They enjoy good relationships with adults and peers and show sensitivity and kindness towards the newer and younger members of the group.
- Children's communication, language and literacy is very good, they speak with confidence in large and small groups and also show awareness of speakers by listening when appropriate.
- Children are making very good progress in their mathematical development. Staff provide many appropriate challenges extending learning through structured activities and in everyday routines.
- Staff interaction with the children and the management of their behaviour is excellent, they spend all of their time working directly with the children in a friendly and relaxed environment.
- Staff work well as a team and are very committed to the continued improvement of care and education for children.

What needs to be improved?
<ul style="list-style-type: none">● the use of everyday activities to increase childrens' understanding of the importance of staying healthy and active.

What has improved since the last inspection?
The setting has made very good progress since the last inspection and the point for consideration highlighted has been fully addressed. Parents now receive detailed information about the early learning goals and are encouraged to contribute their observations of their child's progress, this is done by discussion or by recording information in the home/school book.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and motivated to learn, they separate well from parents. Children are growing in self confidence and express this through words and actions. They enjoy good relationships with adults and peers, and show sensitivity and kindness towards the newer and younger members of the group. Children behave very well and quickly learn expected codes of behaviour within the setting. They are learning good personal independence through everyday routines.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak with confidence in large and small groups and also show awareness of speakers by listening when appropriate. They are beginning to link sounds and letters with support from staff and enjoy the electronic learning game. Children thoroughly enjoy story time and an increasing range of books. They give meanings to their paintings and drawings and some children can write their first name unaided.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use number well in structured and everyday situations and can recognise numerals up to nine when using the electronic game and keyboard. They can confidently compare and sort objects by size, colour, number, hair type etc. Children can recognise and name simple shapes and can use appropriate words to describe position.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show curiosity and interest in the world around them and explore both natural and man made objects using their senses. They are confident in using technology in the form of an electronic learning game and some can independently complete and change simple programmes. Children show an interest in learning about other cultures and beliefs, and they know a lot about their own environment.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move around confidently with good control and in a range of ways, for example running, stopping, jumping and they enjoy using tricycles and scooters etc. They have a good sense of space, for example making room for others to sit down and walking around furniture to avoid obstacles. They are gaining increasing confidence in the use of small tools for manipulative skills.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore colour, texture and form with interest and create their own designs. They use their imagination well during role play in the home corner and around the 'broken' train. Children show pleasure, excitement and concentration with facial expressions and gestures.	

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:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- take advantage of everyday activities and routines to increase children's understanding of the importance of staying healthy and active.

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.