



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 400335

DfES Number: 580582

INSPECTION DETAILS

Inspection Date 03/02/2005
Inspector Name Rosemary Beyer

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Shipton Pre-School
Setting Address Shipton Community Centre
Main Street
Shipton-By-Beningbrough
North Yorkshire
YO30 1AB

REGISTERED PROVIDER DETAILS

Name The Committee of Shipton Pre-School 1024185

ORGANISATION DETAILS

Name Shipton Pre-School
Address Shipton Community Centre
Main Street
Shipton-By-Beningbrough
North Yorkshire
YO30 1AB

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

Shipton Pre-School is a committee run group which meets in the Community Centre on the outskirts of Shipton-by-Beningbrough, about five miles north of York, and has been registered since 1987. It serves the local village and the surrounding rural area. The group is a member of the Pre School Learning Alliance.

The pre-school is registered to provide 25 places for sessional care, and admits children from 2 yrs 6 months to school age with sessions running term time only, Tuesday to Friday mornings from 09.30 to 12:00. There are currently 15 funded children attending the group. No children with special needs or with English as an additional language are cared for at present. A lunch club is available on Fridays.

The group uses the main hall for three sessions, and for the fourth session the smaller upstairs room. The Tuesday session is for children who are getting ready for school and funded education places are available. During this session the toddler group uses the main hall, which promotes integration into pre-school for the younger children. There is also a secure outside area available with grass and patio, and permanent play equipment.

There are two staff currently working with the children, with a parent helper also at each session. The staff are qualified or are working towards appropriate qualifications, and are experienced childcare workers. They receive support from the teacher mentors and Early Years workers.

How good is the Day Care?

Shipton Pre-School provides good care for the children who attend. The warm welcoming atmosphere ensures parents and children feel comfortable and the children settle well. Relationships between staff and children, and children and their peers are good. They all know each other well.

Staff understand they have responsibility to ensure the premises and practices are safe, and to help the children learn about safety, however an up to date Health and

Safety poster is needed. The premises are well maintained and provide sufficient space for the children to play comfortably. The secure rear area is suitable for a range of activities throughout the year, from summer use of the garden to grow plants to outside play in the winter. There is however no hot water available in the cloakrooms to support children's good hygiene practice; and fire drills and administered medication need to be recorded appropriately to ensure children are protected and procedures are maintained.

Activities are planned to meet the needs of all the children who attend and to foster their interests, including opportunities for learning to support the Foundation Stage. They enjoy a wide range of stimulating activities, and the setting is well equipped with resources and toys for all stages of development. The children's behaviour is good, and they are aware of the need to share and co-operate.

The staff have good relationships with parents, who value the work they do to support their children. They appreciate the opportunity to be involved through the committee and rota system, and the information made available to them about the setting's policies and procedures.

What has improved since the last inspection?

Since the last inspection the staff and committee have changed, Ofsted has been notified of the changes and clearances undertaken. As agreed at the last inspection effective, easy to understand, policies and procedures have been developed and are now in place for lost or uncollected children, outings, equal opportunities, behaviour management, complaints and child protection.

As agreed, to ensure children have immediate access to fresh water they bring individual water bottles from home, and these can be used as they wish.

Safety concerns about electrical appliances have been addressed and effective risk assessments are completed by staff to minimise risks

What is being done well?

- Staff provide good care for the children, with a wide range of activities available to support their learning while having fun. The craft work completed is of a high standard and some displayed on the walls in the hall. Staff encourage the children to try new activities and to persevere with those they have started.
- Children's safety is a high priority with staff ensuring they are well supervised and the equipment available is safe and appropriate to their needs.
- There is a comprehensive equal opportunities policy, which is well written, understood by staff and available to parents. All children are supported by staff whatever their individual needs. Activities and resources are introduced to widen the children's knowledge of the world, other customs and cultures, such as Mayan art, Chinese New Year and Diwali.

What needs to be improved?

- the availability of hot water in the cloakrooms
- the displayed information on Health and Safety
- the recording of fire drill information
- the recording of medication administered to children

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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
4	Investigate the installation of hot water in the cloakrooms
6	Meet any safety recommendations made by the Fire Safety Officer, in this case the correct recording of fire drill information.
6	Keep up to date the displayed information regarding health and safety legislation.
7	Keep a written record, signed by parents of medicines given to children.

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

How effective is the nursery education?

Shipton Preschool provides generally good nursery education where children make generally good progress towards the early learning goals. They make very good progress in personal, social and emotional development and in knowledge and understanding of the world.

Teaching is generally good and supports the children's development. Staff have a very good understanding of the Foundation Stage, with activities planned to cover all the areas of learning. Planning of the educational programme is very good and effectively promotes the early learning goals, although evaluation of the activities is not completed to ensure the aims have been met. The staff have high expectations of the children, who behave very well. They encourage the children to develop independence, confidence and concentration.

A wide and varied selection of resources is available to support the children's learning in all areas, although there are limited opportunities for children to practise mark-making, balancing and use musical instruments. Children are able to access toys and materials easily.

Systems are in place to support children with special needs in line with the Code of Practice, and also to meet the needs of children with English as an additional language.

Leadership and management of the setting are generally good. Staff work well together and have a good understanding of their roles and responsibilities. They have regular effective appraisals and are encouraged to undertake training to develop and widen their knowledge, although the evaluation of the educational programme is not complete.

Partnership with parents is very good and contributes to the children's progress towards the early learning goals. Information for parents is clear and informative, both in the prospectus and the policies and procedures. Parents appreciate the information they receive. Staff value their support and ensure they have regular contact and information about the children's progress.

What is being done well?

- Staff have a very good understanding of the early learning goals, and through careful planning provide opportunities for the children to develop in all areas of learning.
- The management and leadership of the setting are generally good, with staff and committee developing a good understanding of their roles and responsibilities and supporting each other well.

- Children's behaviour is very good. Staff have high expectations and encourage the children's personal independence, confidence and concentration. The staff provide a positive environment where the children feel valued and settled.
- The wide range of equipment and resources available ensures the children have a varied programme of activities, which covers all the areas of learning.

What needs to be improved?

- the evaluation of activities to ensure the objectives are met and children are provided with sufficient challenge
- the opportunities for the children to widen their knowledge of musical instruments and music
- the opportunities for children to use mark making for a variety of purposes
- the opportunities for children to measure, and compare sizes and volumes
- the opportunities for children to balance and develop hand and eye co-ordination.

What has improved since the last inspection?

Very good progress has been made in strengthening links with parents, with improved communication about achievements at home and in the setting, and with the new assessment forms providing more detail about the children's development.

Children's opportunities to use technology have progressed well with the introduction of the computer and other programmable toys.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and are encouraged to take responsibility for their own personal care. They are developing independence, choose activities, concentrate well and they are curious and keen to learn. Staff have high expectations and the children behave very well. They relate positively to each other and the adults, and are interested in the activities provided. They take turns, negotiate, are considerate of each other and co operate well such as when doing the magic show.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children converse with each other and adults, listen attentively and respond appropriately to guidance or instructions. They confidently express themselves and their feelings in discussion and role-play. They use books correctly, are developing an understanding that print carries meaning and that words can be written in different ways, e.g. Hindi poems. They all recognise their names, some know letters and simple words, but they do not sufficiently practise writing for a purpose.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can all count to ten and recognise the numbers, some much higher. They are starting to develop a good awareness of number, simple addition and subtraction, and to develop mathematical language, which they use in their activities, such as domino games and sorting. Through the use of shape games and matching the children are able to recognise simple geometric shapes, although they have few opportunities to measure, or compare sizes and volumes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children learn about the natural world and their local community. They are interested in growing things, enjoy using natural resources and talking about events in their lives such as holidays and activities undertaken in the past. They enjoy learning about other cultures and customs, being particularly interested in art work from Mexico, Eskimos and festival celebrations. They understand other people use different languages, such as Hindi and French.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

The children move around the provision confidently and safely. They show good body control and an awareness of space. They use a wide range of tools and resources effectively. The children are encouraged to stay healthy by good personal hygiene, safety and healthy eating. They are aware of the changes to their bodies due to exercise and are able to access drinks independently. They enjoy using the outside toys and climbing frames but are not practising their balancing skills sufficiently.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children use a wide range of materials and equipment to create models, pictures and collages. They are very interested in the current Mayan art topic, discussing the colours, patterns and meaning. They explore colour, shape and texture through a range of activities and enjoy baking. The children use their imaginations and communicate their feelings through role play and stories. They sing simple songs from memory, however opportunities to use and learn about musical instruments are limited.

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

- provide more opportunities to use mark making in everyday activities
- provide more opportunities to measure, and compare weights or volumes
- provide opportunities to use and learn about musical instruments
- provide opportunities to develop balancing skills
- provide a system which ensures the activities are evaluated to support the future planning to promote children's development and learning.

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.