



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 321625

DfES Number: 536906

INSPECTION DETAILS

Inspection Date 23/03/2004
Inspector Name Ingrid Pine

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name West Thorpe Pre School Playgroup
Setting Address West Thorpe Methodist Church
West Thorpe, Dringhouses
York
North Yorkshire
YO24 2PN

REGISTERED PROVIDER DETAILS

Name The Committee of West Thorpe Pre School Playgroup 1053289

ORGANISATION DETAILS

Name West Thorpe Pre School Playgroup
Address West Thorpe Methodist Church
West Thorpe, Dringhouses
York
North Yorkshire
YO24 2PN

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

West Thorpe Pre School Playgroup opened in 1992. It operates from three rooms in West Thorpe Methodist Church and serves the local area.

There are currently twenty-eight children on roll. This includes nine funded three year olds and five funded four year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens five days a week during school terms. Sessions are from 09:30 to 12:30 Tuesday to Friday and from 12:30 to 15:00 on Monday afternoon.

Five staff work with the children. Two members of staff have early years qualifications to NVQ level three or four. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

West Thorpe Pre School Playgroup provides good quality care for children. There is a comprehensive operational plan in place which includes concise policies and procedures which are fully implemented. There is an on going programme of staff training. Staff work well together as a team to ensure the care, safety and welfare of the children is paramount. The staff team are well organised and supportive to each other and parent helpers.

Children throughout the setting appear to be happy and stimulated. Occasionally planned activities are too long and do not always meet the needs of all children. They receive support and reassurance from staff. There is a good range of play materials which is age appropriate. However resources are not always used to their full potential.

The environment is clean, warm and welcoming to children and parents. Effective health and safety procedures are in place. Behaviour throughout the setting is

mostly good. Children have clear boundaries and positive behaviour is encouraged by praise. Some children have individual behaviour plans that have been agreed between staff and parents.

The setting has very good relationships with parents. Their input is valued and appreciated by staff and good procedures are in place to keep them informed of all aspects of their child's care. The parent committee is pro-active and supports the group well.

What has improved since the last inspection?

At last inspection the group was asked to devise a system for recording all incidents of physical intervention or restraint, to make the radiators safe, devise and implement a recruitment policy and obtain child protection information from the ACPC.

A system is now in place which allows for the recording of incidents, guards have been fitted to the radiators to prevent children from harming themselves, a document has been obtained from the ACPC so that staff are aware of child protection procedures and a comprehensive recruitment policy is now in place taking relevant legislation into account.

What is being done well?

- Staff work well together as a team. They have a good working knowledge of the daily routines, policies and procedures which are individual to the setting. Staff have a friendly approach, making everyone feel welcome in the setting. Children enjoy the planned activities and happy environment. They are confident, settled and have a warm relationship with the staff and each other.
- The setting provides a wide range of activities which promote learning. Children are challenged to use what they know and to learn more. Detailed assessment records are kept which help staff to evaluate children's development.
- The group has an excellent inclusion policy and caters very well for children who have additional needs and whose first language is not English.
- The setting has a lot of space and is resourced with good quality equipment. Large equipment that develops children's physical skills is provided in the large hall as there are few opportunities for outdoor play.
- Staff have a positive and consistent approach in encouraging and valuing good behaviour in the children. The children relate well to each other and begin to understand the consequences of unacceptable behaviour. Agreed behaviour plans are in place for some children and these have been discussed and agreed with parents.
- There is excellent partnerships with parents and carers. They are kept well informed through good communication links which include access to children's files, daily discussions and a parents notice board.

- Detailed documentation is in place.

What needs to be improved?

- the planning of activities to take into account the concentration levels of the younger children
- the availability of drinking water.

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
3	Ensure planned activities meet the needs of all children.
8	Ensure children are aware that drinks are available at all times.

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

How effective is the nursery education?

West Thorpe Pre School Playgroup is a good pre-school where children enjoy learning and make generally good progress towards the early learning goals. In the areas of personal, social and emotional development, knowledge and understanding of the world and physical development children make very good progress. Staff create a friendly and welcoming atmosphere.

Teaching is generally good and staff interaction with the children is supportive and caring. They have a sound understanding of the foundation stage which could be consolidated through further recognised improvements in staff training and qualifications. There is a broad range of equipment and resources which staff use generally well to support children's progress, with only a few missed opportunities in children's mathematical learning. But, children have insufficient opportunities to freely access mark making equipment, musical instruments and information books to support and extend their learning. A range of well planned and continuous activities ensures children's interest is generally sustained and they are well motivated to learn. There is an assessment system in place which is used well to monitor progress over time and to plan for the next stages in children's learning. Behaviour is well managed and children generally respond to the boundaries set for them by staff.

Leadership and management is generally good. There is a comprehensive operational plan and a high level of support from the committee. Staff training is supported and the staff team work well together. Although management need to ensure that supervision is constant at all times.

Partnership with parents is very good and they speak well of the setting. They receive useful information on various aspects of children's development. Parents have good access to their children's records and they are encouraged to contribute to these. There is an open door policy and parents are made to feel welcome.

What is being done well?

- Children are encouraged in their personal, social and emotional development and are well motivated towards learning. They are able to operate independently and with confidence and they have good relationships with each other.
- Children's physical development is well promoted through a range of well planned activities.
- Staff work well together and provide a broad range of interesting activities where children learn through play.
- Children's behaviour is well managed. Staff are aware of children's individual needs and behaviour plans are used effectively to deal with inappropriate behaviour in a positive and sensitive way. Consequently children's behaviour

is good and they respond positively to the expectations set for them by staff. Small group work has a positive impact on children's learning and the setting has a very pro-active special needs inclusion policy.

- Partnership with parents is given high priority and they receive useful information about the setting, are encouraged to be involved with their child's learning and have good access to their child's records of achievement.

What needs to be improved?

- the planning of activities to ensure that they meets the needs of all children
- the opportunities to extend more able children's mathematical thinking in early understanding of simple problems and solutions.

What has improved since the last inspection?

not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and independence are well fostered by staff who are sensitive to their needs. Both three and four year olds choose between activities, select resources for themselves. They learn to take care of their own personal needs, for example putting on their own coats and washing their hands. Children's behaviour is generally good. Older children play co-operatively together, particularly in imaginary and role play. Some of the less able children play well alongside each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children like to talk to staff and each other about their personal experiences. They enjoy looking at books themselves and can retell stories they enjoy at home. There are insufficient opportunities for children to write for a purpose and use books to support their learning in all areas. More able children recognise their first names and four year olds are beginning to write their names correctly with well-formed letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children demonstrate a good understanding of number. Four year olds can count to 10 and to recognise a number of shapes, colours and sizes. Most children use positional language confidently when using large equipment such as the climbing frame. There are limited opportunities for children to develop their awareness and simple understanding of calculating through every day experiences.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about nature and other cultures through planned topic work. Visitors teach them about caring occupations and how their bodies work. Children understand technology in varying degrees according to age and ability through work on the computer and other technological toys such as the remote control robot. They can skilfully use glue and enjoy constructing models from recycled materials.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move in a variety of way with skill and confidence and negotiate space well. They enjoy rhymes and songs that involve body movements. Co-ordination is well developed and they are able to climb, balance and manoeuvre big sit and ride toys. They are developing skills such as using scissors, paint brushes and tools in the clay, sand and water. They understand the importance of healthy food and are aware of how their bodies work.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have the opportunity to express themselves through a variety of mediums. They enjoy free painting and using clay. They know and perform a good range of songs and nursery rhymes using their bodies well. However, they have limited opportunities to freely access musical instruments. They really enjoy dressing up and are often fully involved in imaginary role play using a wide range of dressing up resources.

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

- Develop opportunities to re-enforce mathematical concepts through visual displays and use of planned activities such as home corner, snack time and small world.
- Ensure grouping of children in activities such as story and snack time is organised to meet the needs of all children.

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.