



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 400454

DfES Number: 583574

### INSPECTION DETAILS

Inspection Date	11/05/2004
Inspector Name	Cynthia Walker

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Embsay with Eastby Playgroup
Setting Address	The Village Hall Main Street, Embsay Skipton North Yorkshire BD23 6RE

### REGISTERED PROVIDER DETAILS

Name	The Committee of Embsay with Eastby Playgroup
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### ORGANISATION DETAILS

Name	Embsay with Eastby Playgroup
Address	The Village Hall Main Street, Embsay Skipton North Yorkshire BD23 6RE

## 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

Embsay and Eastby Playgroup opened in 1992. It operates from Embsay Village Hall. The group have the sole use of one room with adjacent toilets and direct access to enclosed outside play. The playgroup serves the local area and surrounding community.

There are currently thirty seven children from two to five years on roll. This includes twelve funded 3 year olds and six funded 4 year olds. Children attend for a variety of sessions.

The playgroup opens five days a week during school term time. Sessions are from 09:00 until 11:30 and on Thursday afternoons 13:00 until 15:00.

Three part time staff work with the children. Over half the staff have early years qualifications to NVQ level 3. The setting receives support from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Embsay and Eastby Playgroup provides satisfactory overall care for children. Most relevant supporting documentation is in place including clear staffing and induction procedures to enable the children's care and welfare to be maintained. Toys and equipment are stimulating and give sufficient challenge.

There are effective systems in place to support children's safety. The group are promoting most areas of children's health including the provision of first aid to all the staff. Good behaviour is valued which is reflected in the behaviour of the group. Most arrangements for providing food and drink are in place including systems to support the dietary needs of the children. Most areas dealing with child protection are in place although procedures are not made available to parents prior to their children's entry into the group.

There is effective interaction by the staff team and children are involved and

interested in the activities provided. Resources and activities are active in their promotion of equal opportunities.

Parents are actively welcomed into the group and receive appropriate information about the group and their children's progress.

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

At last inspection the group were asked to ensure gas and electrical compliances conform to safety standards; confirm public liability insurance, ensure that there is a copy of the local Area Child Protection guidance within the group, that the child protection statement includes procedures in case of allegations against staff and ensure that procedures are shared with parents before admission to day-care.

The group are now maintaining the safety of the group. Most issues around child protection have been addressed although procedures are not yet shared with parents before admission to day-care so this will have to be raised as an action at this inspection.

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

- Children are showing interest and are actively involved in a range of activities, playing cooperatively together in a variety of areas which included the home corner and jigsaws. Staff respond appropriately to children linking activities to individual needs for example helping an upset child make a necklace resulting in the active participation by other children. They extend learning through sensitive and appropriate questions such as counting skills at calendar time.
- Staff provide a welcoming environment with the room creatively set out allowing children to move freely and independently around all areas of play including regular access to the outside area. There is a wide range of toys and resources to support a balanced range of activities which actively supports learning.
- The group is actively supporting equality of opportunity which is reflected through the provision of resources reflecting positive images, activities linking to other cultures and beliefs and the support of effective documentation including the individual needs of the child. There are appropriate systems in place to support children with special needs.
- Parents are actively welcomed into the setting and have opportunity to be involved in the management of the group. Parents are actively involved in the reviewing of policies and procedures. They are informed about the provision through regular newsletters and the notice board. Information about their children's progress is shared informally on a daily basis and parents have opportunities to discuss their children's assessments at the annual open evening.

**What needs to be improved?**

- the procedures for recording the hours of attendance in the group register.
- the provision of a key worker system to support the individual needs of the child.
- the provision of drinking water at all times.
- the procedures for maintaining good hygiene practices prior to children handling food and after toileting.
- the inclusion of bullying in the behaviour management statement.
- the system for sharing child protection procedures with parents.
- the staff's knowledge and understanding of child protection procedures to be maintained.

**Outcome of the inspection**

Satisfactory

**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 must take the following actions by the date shown**

Std	Action	Date
13	Provide an action plan stating how the written statement on child protection procedures are shared with parents before admission to day care.	25/05/2004

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Ensure that the hours of attendance are included in the system for registering children and staff attendance.
2	Ensure that children belong to a key group which supports the individual needs of the child.
7	Ensure that positive steps are taken to prevent the spread of infection and

	good hygiene practices are maintained.
8	Ensure that fresh drinking water is available at all times.
11	Ensure that the written statement on behaviour management includes bullying.
13	Ensure staff maintain their knowledge and understanding of child protection issues.

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

### How effective is the nursery education?

Embsay and Eastby Playgroup provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for their communication, language and literacy and mathematical development is particularly well planned and they make very good progress in these areas.

The quality of teaching is generally good. Staff manage children well and have high expectations of behaviour. They have a reasonable understanding of the early learning goals but planning lacks detail resulting in insufficient activities to support a variety of movement activities and areas of knowledge and understanding. Staff use accommodation and resources creatively encouraging an interesting learning environment actively promoting learning. There are effective systems in place to support children with special needs. Relationships are good; staff extend children's learning with effective questioning and sensitive encouragement. Staff assess children's learning against the stepping stones and early learning goals but do not formally link this to future planning resulting in limited challenges in personal independence and aspects of creative development.

The leadership and management of the playgroup are generally good. Staff work effectively as a team with a positive attitude towards training. The group have demonstrated a willingness to seek advice, establishing links with the early years advisor. The quality of the overall setting is monitored through annual questionnaires but does not include a system to monitor and evaluate the quality of teaching.

The partnership with parents is generally good. Parents are actively welcomed into the group and involved in it's management. They are informed about the provision and receive information about their children's progress. Details about the curriculum are given initially but this is not continued and there are no opportunities for direct involvement in their children's learning .

### What is being done well?

- Children have established positive relationships with each other and are confident in their responses from adults. They are working harmoniously together especially in small groups highlighted in the home corner and at construction. Children are showing sensitivity to others, taking turns and sharing.
- Children are being given opportunities to experiment with writing for themselves in a variety of areas. They are using their phonic knowledge to create simple words on the computer. Children are able to write their own names and staff are introducing opportunities for children to extend this to simple words to describe individual art work.

- Children are developing methods to solve practical problems, measuring quantities for baking; they are using language to compare size in the construction area, and are exploring shapes, and describing and creating simple patterns.
- Children are developing an awareness of the technology around them and are confident in the use of the computer, many working with little or no assistance. They are using a variety of computer programmes which directly support other areas of learning such as mathematical development and writing.
- Staff are working as an effective team. They have developed positive relationships with the children and are extending children's learning through sensitive encouragement and effective questioning. Staff are helping children understand the behaviour codes and have clear expectations of behaviour.

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

- the opportunities for the older and more able children to develop their personal independence.
- the use of planned activities to promote the children's understanding of events in their own lives and explore and identify features of their own environment.
- the use of planned activities to promote a variety of regular movement experiences and develop their health and bodily awareness.
- the opportunities for the older and more able children to develop their individual skills in media and materials.
- the revision of planning to include more detail, links to the stepping stones, challenges set for individual children and evaluation.
- the development of formal links of assessment records to directly inform future planning.
- parents involvement in their children's learning and provision of appropriate ongoing information on the educational programme.

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

Generally good progress has been made since last inspection. The group have made major improvements to the outside area, purchasing new climbing equipment and other resources giving the children increased opportunities to promote their climbing and balancing skills.

The staff are effectively recording assessments of children's learning but are not formally using this knowledge to directly inform future planning resulting in insufficient challenges in some areas.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children have built positive relationships, working harmoniously together demonstrated well at small group activities and showing sensitivity to others. They are developing a high involvement in activities, displaying interest and motivation to learn and demonstrating good concentration. Children are aware of the boundaries of the group and respond appropriately to the routines and behaviour codes. However there are insufficient opportunities for children to develop their personal independence.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children can communicate well especially at group activities, expressing themselves with confidence, initiating conversations and giving explanations. They listen and respond with enjoyment to stories; retell narratives in the correct sequence and show an understanding of the main elements of stories. Children are given opportunities to experiment with writing in a variety of areas with most children writing their own names and some developing their phonic knowledge to attempt simple words.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are learning to count through daily routines such as the calendar with most children able to count to ten. Activities such as finger rhymes are supporting the children's understanding of simple addition and subtraction. Children are beginning to develop methods to solve practical problems, measuring quantities of ingredients to make buns. They are using language to compare size during construction activities and are exploring shape and creating simple patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are beginning to understand the importance of technology and are confident in the use of the computer. They have opportunities to explore and investigate in projects covering the farm, weather and growing, looking at similarities and differences, and discussing the effect of the different ingredients on the texture of the bun mixture. However, there are insufficient opportunities for children to discuss events in their own lives and explore and identify features of their environment.



**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children are developing their hand-eye co-ordination through use of scissors, pencils, cutlery, and other resources. They are negotiating space-manoeuvring wheeled toys around the outside area. Daily outside play is allowing children to climb, balance and develop control of wheeled toys. However, children are not accessing the wide range of resources to experience a variety of movement on a regular basis and there is little opportunity for children to develop health and bodily awareness.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children are actively involved in sustained role play based on real life experiences, being a very assertive shopkeeper, ordering supplies and having long queues of customers. Children draw freely and have opportunities to experience colour and three dimensional work. They confidently sing a range of songs and have access to musical instruments. However, there are insufficient opportunities to develop individual skills and ideas within media and materials.

**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**

- Improve and develop planning including evaluation of the education programme to ensure all areas of learning are being addressed especially in physical development and knowledge and understanding of the world.
- Ensure assessments are linked to future planning and give appropriate challenges in all areas of learning especially personal, social and emotional and creative development.
- Develop strategies for encouraging parents involvement in their children's learning and provide appropriate ongoing information on the educational programme.

*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.*