

Easingwold Pre-School Playgroup

Inspection report for early years provision

Unique reference number

400381

Inspection date

16/05/2011

Inspector

Diane Turner

Setting address

Methodist School Room, Methodist School Room, Methodist Church, Chapel Street, Easingwold, York, YO61 3AE

Telephone number

07977 063753

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Easingwold Pre-School Playgroup is an established group that has been in operation for over 30 years and is managed by a voluntary committee. The setting is based in the Methodist School room in the North Yorkshire market town of Easingwold and has use of the main hall, a cloakroom area, toilet facilities, kitchen and an enclosed outdoor play area. Opening times are Monday to Friday from 9am until 4pm during term time only.

The setting is registered by Ofsted on the Early Years Register to care for a maximum of 20 children in the early years age group at any one time, none of whom may be under two years of age. There are currently 44 children on roll who attend on various days and sessions. There are seven members of staff employed at the group, four of whom hold a recognised childcare qualification at level 3 and two at level 2, with one working towards level 3. The setting is a member of the Pre-school Learning Alliance and receives support and advice from the local authority support officers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a bright and welcoming environment where they engage in a wide range of purposeful learning opportunities. Excellent attention is given to engaging with parents and to working in partnership with any other professionals involved in the children's care and learning. This ensures a highly effective shared approach to meeting their individual needs. All the required documentation is in place; however, this occasionally lacks the necessary detail. Systems for self-evaluation are well established and clearly identify the setting's strengths and areas for future improvement. All parents and staff are fully involved in the process; however, children's opinions regarding the setting are not always sought.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure written parental permission is gained for the seeking of any necessary medical treatment
- provide more opportunities for children to be involved in evaluating the quality of the provision.

The effectiveness of leadership and management of the early years provision

The setting's arrangements for safeguarding children are good. For example, staff have a good knowledge and understanding of their responsibilities in terms of child protection. They are confident in their ability to recognise the possible indicators of

abuse or neglect and know the correct procedures for reporting any concerns. Robust systems are in place for the safe recruitment and vetting of any new staff and parent helpers are fully informed of what is expected of them within the setting. Effective risk assessments are carried out to minimise potential hazards, providing a safe environment for both staff and children. Clear policies and procedures are in place which underpin the efficient management of the setting and documentation is maintained to a good standard overall. However, while written parental permission is obtained for the seeking of medical advice in an emergency, it is not obtained for any necessary treatment.

The friendly and approachable staff team work very well together. They carry out their duties diligently and many members have been at the setting for a good number of years, which ensures stability. The committee is very supportive of the staff and has good contact with them, both at the sessions and through more formal meetings. The manager has a clear vision of what it is she wants to achieve for the setting, which is shared by the staff team, and good attention is paid to self-evaluation and promoting continuous improvement. For example, all staff regularly attend training to improve their practice and since the last inspection significant improvements have been made to enhance the learning opportunities for children in the outdoor area. Parents' views of the setting are effectively sought through regular questionnaires. Their responses are analysed and any concerns or suggestions are addressed. For example, the opening hours have been extended as a result. However, children's views and opinions of the provision are not sought consistently.

Good attention is paid to promoting equality and diversity. For example, children have access to a good range of resources, which they choose from freely, activities are planned around their individual interests and assessment systems are used very effectively to identify and address any gaps in their learning and development. Staff actively encourage the children to learn about the wider world and their own community. For example, enabling them to celebrate festivals from around the world and to be involved in those at the local church. Excellent links are forged with all providers of other settings the children also attend. For example, the reciprocal sharing of information is taken very seriously and is used in a highly effective manner to ensure a shared approach to the children's care and learning. Staff give the highest priority to engaging with all parents. For example, they receive a wealth of information when the placement begins and on an ongoing basis, including that relating to the Early Years Foundation Stage and how children learn and develop. Highly informative newsletters are sent each term and key person sessions are used very effectively to inform parents of their children's progress. All parents spoken to at the inspection praised the staff in glowing terms, stating, for example, that the service they provide is of a very high quality.

The quality and standards of the early years provision and outcomes for children

Staff have a good understanding of the Early Years Foundation Stage and provide a good balance of activities that successfully enable children to learn in different ways. For example, the children are able to choose freely from activities that

interest them and to take part in small and whole group activities, such as singing and story time. Staff have an enthusiastic approach and use good strategies to gain and maintain the children's interest. For example, they pretend to sprinkle 'sleeping potion' over the children to encourage them to lie still at the beginning of the 'sleeping bunnies' song. Staff pay good attention to promoting children's understanding of what contributes to a healthy lifestyle. For example, they enable them to have 'free flow' into the well-resourced outdoor area. The children benefit greatly from this, enabling them to access fresh air and develop their physical skills through activities, such as making 'mud pies', using wheeled toys and balancing along wooden blocks. The children are able to decide when to have their snack, choosing what they would like to eat from a good range of healthy options and pouring their own drink. They confidently relate how using a wipe to clean their hands before they eat gets rid of nasty germs, all of which shows they are developing a good understanding of bodily awareness.

The children clearly feel safe in the staff's care and enjoy their time at the group. Consequently, they become motivated learners who develop good skills for the future. For example, they enthusiastically chat to the staff as they play, which develops their conversational skills, and through the system for self registration they learn to recognise their name. The children have access to a good range of books, which helps them to develop a love of reading. This is evident as they look at books independently and join in with gusto as staff read stories to them. The children have ready access to mark making materials in various areas and confidently show that they understand writing has a purpose. For example, they 'write' out appointment cards as they act out being a receptionist in their vet's corner. The children actively welcome visitors to the setting and are keen to talk about what it is they enjoy.

The children have good opportunities to develop their knowledge and understanding of the world. For example, they become fully immersed as they observe the tank of tadpoles, using magnifiers to help them observe the progress they are making. They skilfully use recyclable resources to create items, such as a 'television', gaining great pleasure as they use this in the playhouse as they pretend to watch a Royal Wedding. The children have access to the computer at all sessions, and as a result, they are developing a good understanding of information technology, confidently demonstrating their skill at completing various programmes. The children clearly know what is expected of them within the setting and consequently they behave well and follow safe practices. For example, when staff instigate the evacuation procedures the children stop what they are doing and sensibly walk to the outdoor area where they listen for their name to be called. They confidently explain that if there was a real fire staff would need to dial 999 and ask for the fire service.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

