

Little St. Marys Preschool Playgroup

Inspection report for early years provision

Unique reference number EY319844
Inspection date 12/07/2011
Inspector Cathryn Parry

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Type of setting Childcare on non-domestic premises

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Little St. Mary's Preschool Playgroup is run by a committee and is a registered charity. It was registered in 2006 and operates from the two storey old caretakers house in the grounds of St Mary's Church of England Voluntary Controlled Primary School. The ground floor has ramped access and the first floor is accessed by a flight of stairs. The setting is situated in the residential area of York in North Yorkshire. Children have access to a secure enclosed outdoor play area. The setting is open Monday, Thursday and Friday from 9am to 3pm and on Tuesday and Wednesday from 9am to 1pm during term time.

The setting is registered to care for a maximum of 22 children under eight years at any one time. The setting currently takes children from two to five years of age. There are currently 31 children on roll, all of whom are in the early years age range. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and receives funding for the provision of free early education.

There are four members of staff, including the manager, who work directly with the children. All of whom hold a relevant qualification at level 3 in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The manager and her team of staff offer a warm and friendly welcome to all children, their parents and carers. They demonstrate a very positive attitude to providing an inclusive environment. The wide range of planned and spontaneous activities ensures all children have ample opportunities to make good progress in their learning and development. Overall, systems for monitoring and recording children's achievements are regularly being reviewed to enhance their effectiveness. The manager and her staff reflect on their practice as part of an ongoing process to ensure continuous improvement is effectively maintained.

What steps need to be taken to improve provision further?

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

- develop further systems for summative assessment with regard to tracking children's progress in their learning journey records.

The effectiveness of leadership and management of the early years provision

Children experience very good levels of supervision and a range of safety equipment is in place to ensure hazards are effectively reduced. They are protected well as staff have a secure understanding of safeguarding issues. A robust recruitment procedure is in place. Consequently, all staff are checked with regard to their experience, qualifications and suitability in order to keep children safe. Regular risk assessments both indoors and out, minimise the chance of accidental injury effectively. The staff's ongoing commitment to training has a significant impact on the high quality of care provided. The broad range of resources are stored in low-level storage units, which effectively promotes children's free choice and independence.

Good relationships have been developed with parents and carers. Information is shared on a daily basis through discussion and with written daily planner books. They also access their children's learning journeys and attend annual open evenings, thus ensuring continuity of care. Equality and diversity is effectively promoted throughout all aspects of the setting. The staff link closely with other professionals, such as speech therapists to help children meet their full potential. This is particularly evident for those with special educational need and/or disabilities. Strong links have been made with other practitioners where children receive care and education in more than one setting. This enables the staff to complement and extend activities.

The manager has a clear vision of how she wants the setting to move forward. Part of the effective evaluation process includes completing a self-evaluation form with input from staff, parents and carers. This helps her identify key areas for improvement. Consequently, staff are able to adapt the environment and tailor the learning and development opportunities they provide to those currently attending. The recommendations raised at the previous inspection have been positively addressed. This has a favourable impact on improving outcomes for children.

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

The staff have a secure understanding of the Early Years Foundation Stage framework and implement it well. A good balance of adult-led and child-initiated learning and development opportunities are provided across the six areas of learning. The staff regularly observe children and plan experiences giving high regard to their interests and capabilities. Assigned key staff know the children very well and can easily discuss their achievements. However, systems for summative assessment with regard to tracking children's progress in their learning journey records are not always consistently implemented. The staff's confident approach to equality and diversity actively contributes to children's positive attitudes to the wider community. Children are happy and secure as a result of the staff's praise and support. They are learning right from wrong and are starting to take responsibility for their own words and actions.

Children have access to a wide range of experiences, which enables them to learn through their senses. Examples of this are where they explore the 'touching pool' at the Sea Life Centre and enjoy the sensory lights in the dark tent at the setting. Their communication skills are fostered well through various activities. Children enthusiastically participate in letter recognition games using songs and actions. Their problem solving, reasoning and numeracy skills are nurtured as they use counting and numbers well in everyday play situations. Children's knowledge of the living world is promoted well as they visit the local Forest School and look for insects in the garden. Good opportunities are provided for children to effectively develop their skills for the future. These include using information and communication technology when accessing carefully chosen educational games on the computer.

Children demonstrate a strong sense of belonging due to the staff's warm and caring nature. Routines such as tidying away resources from the floor encourage children to take responsibility for their own safety. They enjoy a wide range of experiences that promote a healthy lifestyle. These include making healthy sandwiches and planting and nurturing strawberries and beans. Children have a good understanding of simple health and hygiene practices. They wash their hands before snack and spontaneously remind each other to cover their mouths when they cough.

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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met