

Appleton Roebuck Pre-School Groups

Inspection report for early years provision

Unique reference number	400430
Inspection date	10/10/2011
Inspector	Jackie Phillips
Setting address	Parish Rooms, Appleton Roebuck, York, YO23 7DN
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Type of setting	Childcare - Non-Domestic

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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

Appleton Roebuck Pre-School registered in 1977. It is a committee run group and operates from the parish rooms in the village of Appleton Roebuck, near York. The pre-school has sole use of the property during times of operation. The group has access to a playroom, storage areas, toilet facilities and a kitchen. There is an enclosed outdoor play area for children to use. Opening times are Monday, Tuesday, Thursday and Friday, term time only, between the hours of 9am until 12 noon. A lunch club is provided during the term before older children are due to leave to attend school. Each Wednesday a toddler group, Little Apples, is provided from the provision.

The pre-school is registered on the Early Years Register and both parts of the Childcare Register to provide care for 25 children aged from two to under eight years of age. There may be no more than 25 children in the early years age group. Currently 11 children are on roll, all within the early years age range. The pre-school supports children with special educational needs and/or disabilities. There are three members of staff employed at the setting, including one member who works on a casual basis. Two staff hold recognised childcare qualifications. Parents are actively encouraged to attend each session as volunteer helpers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress towards the early learning goals. They are provided with a varied range of interesting activities and experiences, many in response to meet their individual needs and interests. The majority of safety measures are effectively implemented. Adults value partnership working, particularly with parents. The team has a positive approach towards continual improvement of the provision.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a record of the risk assessment, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 28/10/2011
- obtain written parental permission at the time of the child's admission to the provision to the seeking of any necessary medical advice or treatment in the future (Safeguarding and promoting children's welfare). 28/10/2011

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

- improve opportunities for children to value diversity, with particular regard to increasing access to a range of pictures of positive images around the setting.

The effectiveness of leadership and management of the early years provision

Adults are suitable to work with children because they have been appropriately checked. They access safeguarding training and share relevant information regarding the protection of children, including access to local authority guidelines. They know the action to take if concerns are raised about a child's welfare or well-being. Staff respond effectively to keep children safe in the event of unforeseen circumstances, for example, making sure children are well supervised when an incident occurs that impacts on the adult-to-child ratios. The setting is secure and risk assessments are carried out to identify potential hazards. Records of risk assessments are held, however, the legal requirement is not fully met because the record does not include all the required detail. This does not, however, impact on the safety of children within the setting.

The provision is made welcoming, attractive and interesting, despite the challenge for staff to organise and clear away the equipment, furniture and resources at the beginning and end of every session. Displays of children's work and focussed activity areas help to make the environment conducive to learning. Development plans based on evaluation and assessment of the provision clearly identify priority areas for action. The planned range of activities provided takes into account the individual learning needs of children. For example, adults use what they know about each child from observation or following discussions with parents to help them provide individual support or extend learning potential based on children's specific interests.

Partnership working is well established, making a positive contribution to children's achievements and well-being. There are strong links with the local school and transitional arrangements for children are highly effective. Parents are kept well informed and involved. There is a good range of policies and procedures in place pertinent to the smooth operation and management of the setting. However, the legal requirement to obtain written parental permission from parents to seek any necessary emergency medical advice or treatment is currently not fully met.

Since the last inspection the group has improved outcomes for children by enhancing adult skills in identifying the next steps in children's learning, improving the organisation of story groups and developing fire evacuation procedures. The setting is taking effective steps to continually improve through self-evaluation and reflection, including obtaining the views and opinions of staff, parents and children. Effective leadership means staff are well supported to continue to develop professional working practices through training, networking and working in partnership with others, leading to improvements of the provision and outcomes for children.

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

Children have good relationships with adults. They are happy and content and benefit by having opportunities to play alone and in small or large groups. They start each session by warmly greeting each other and acknowledging their presence. They take responsibility for choosing what they do and make decisions about routines. For example, the majority of toys and resources are readily accessible and effective use of 'photo-choosing cards' helps children select from those in storage. Children choose from a variety of healthy food options at snack time and can help themselves to drinks as they wish. They help to clear up after themselves well supported by clearly labelled storage containers to tidy away the toys and equipment. They have very good access to the outdoors and are encouraged to play in the fresh air during all weathers. For instance, they have access to waterproof clothing and use of the gazebo for shade and shelter.

Children feel safe and secure and develop a sense of belonging to the setting. They know where to hang their coats and where to place their name cards. They are encouraged to talk about items from home they find interesting and share these with the rest of the group if they wish. Staff recognise the individual interests and preferences of children and support progress by providing a wide and interesting range of activities to enhance this. Children are involved in setting the rules of behaviour within the group and they learn to share, take turns, cooperate and collaborate with their peers. For instance, children help to construct the 'dark den' together and use the 'two person' bicycle.

Throughout the year, activities are organised for children to help them understand the world in which they live. For example, they take part in fundraising events, celebrate a range of traditional and cultural festivals, attend concerts at the school and use resources to raise understanding of our multi-cultural society. There are limited opportunities, however, for children to regularly observe pictures of positive images around the setting. They use a range of natural resources, grow and harvest vegetables and observe closely insects and minibeasts.

Children are helped to understand how to keep themselves safe by, for example, engaging in discussions with adults about the cause and consequence of minor accidents. Puzzles, games and group activities focussed on singing number and action rhymes, with the help of finger puppets, help children count and solve problems. They use programmable equipment and resources to help them learn about everyday information and communication technology. Children are interested, motivated and active in their learning. They are encouraged to be creative and expressive. They have access to a wide range of tools and different experiences and techniques to aid communication, for example, through painting, collage, construction, role play, puppets, dressing up, malleable materials, books, music and song.

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