

# The Dales Playschool

Inspection report for early years provision

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<b>Inspection date</b>	04/10/2011
<b>Inspector</b>	Laura Hoyland

<b>Setting address</b>	Dales Playschool, Moor Lane, Grassington, SKIPTON, North Yorkshire, BD23 5BD
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<b>Email</b>	
<b>Type of setting</b>	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**

The Dales Playschool is a committee run group and was registered to provide childcare in 1970. It is situated in the village of Grassington, North Yorkshire. The Dales Playschool is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The playschool is based in a purpose-built room on the ground floor attached to the rear of the town hall. It has the use of a large playroom and supporting kitchen, toilets and storage. There is access to a secure outdoor play area to the rear of the property. The group is open Monday to Friday from 9.30am to 3pm. Children may attend for a variety of sessions according to preference.

The playschool is registered for 20 children in the early years age range. There are currently 24 children on roll. This includes 14 children in receipt of government funding. The children attend from Grassington and surrounding villages.

The playschool has six staff and several parent volunteers. All staff hold early years qualifications to level 3 and one member of staff is currently working towards a more advanced qualification. The playschool receives the support of the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are cared for in a safe and stimulating environment where staff value each child's individuality. Children progress is outstanding in all six areas of learning because staff provide exciting and challenging learning opportunities for all children. Excellent partnerships are established and maintained with the parents, who are valued highly by staff, as the children's primary carers. Meticulous attention is given to self-evaluation, with staff, parents and children all fully involved in the process. This collaborative approach ensures continuous improvement and provides a service that is highly receptive to the needs of all its users.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- providing positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and/or disabilities.

## **The effectiveness of leadership and management of the early years provision**

The highest priority is given to safeguarding children. Staff understand their roles and responsibilities with regard to safeguarding children. For example, visitor's identity is checked and staff have received up-to-date safeguarding training. There are robust policies and procedures in place to ensure that staff caring for children are suitably qualified and vetted prior to commencing work and background checks are carried out. This means that children are safe and secure in the setting.

Staff carry out comprehensive risk assessments to ensure the premises and outdoor areas are safe for children to play in. This is discussed with children prior to playing outside to increase their awareness of basic health and safety issues. Risk assessments are reviewed and updated regularly. This means that children can move around the setting freely and safely.

Staff are extremely knowledgeable about the Early Years Foundation Stage and plan individually for each child. This means that all children make excellent progress towards the early learning goals in all six areas of learning. Staff regularly observe children and plan meticulously to ensure children reach their full potential in relation to their starting points. The high level of knowledge and understanding that staff demonstrate with regard to learning and development enables a stimulating and exciting learning environment to be created which reflects each child's individual age and stage of development. This means that children are treated as individuals and their needs are planned for with precision.

All staff and parents are aware of the settings strengths and areas for development. They are always looking for ways to enhance the provision and do this as a team. This creates a strong ethos to continuous development which staff, parents and carers are all very proud of. The staff team have addressed previous recommendations promptly and effectively. For example, next steps for children's learning are planned for daily. This enables staff to identify interests and keep children motivated to learn new skills. The staff and parent committee set realistic targets, which they thrive on accomplishing.

Partnerships with parents, carers and other provisions are exemplary and this is shown through well-established channels of communication. For example, parents are kept informed of what is happening in the setting through verbal communication, newsletters, information boards and by being part of the parent committee. This means that information is regularly shared and parents and carers are heavily involved in the decision-making process on key matters. For example, the opening hours of the playschool have recently changed following feedback from the parent/carer questionnaire. Strong partnerships have been formed between the setting, parents, carers and other providers and as a consequence all parties are very well informed about all aspects of children's learning and development.

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

All children show a strong sense of belonging in the setting. For example, at circle time the children greet each other by singing a song and saying 'good morning.' All children are extremely confident and show high levels of self-esteem. Children also show a high level of maturity taking responsibility for their own safety. For example, children help to count the group in and out of the building with a song. The children understand this is done to keep everyone safe and together.

All children show an exceptional understanding of the importance of following a healthy lifestyle. For example, children discuss their packed lunches at mealtimes and how healthy food makes them strong. Staff discuss healthy food with children and role model eating healthily at meal times. Posters are displayed of fruit and vegetables in the eating area. Children have ownership of their health and well-being. For example, the playschool implements a rolling snack time for children to decide when they want snack, if at all. Children understand the importance of exercise and discuss having a healthy heart. Children feel their hearts when exercising commenting on the fast or slow beats. Children choose from a wide range of learning opportunities when playing both indoors and outside. For example, children were able to play on large equipment to promote large muscle development as well as balancing beams to develop balance and agility. Staff promote excellent hygiene practices through regularly washing hands and encouraging children to wipe their noses to discard germs.

Children demonstrate an excellent understanding of environmental issues and discuss recycling with their parents and carers. The children have worked collaboratively with staff to create a recycling area where they sort food packaging, containers and other recyclable materials. Staff promote playing with sustainable materials, including collecting leaves and nuts from the local community which children touch and talk about. This promotes children's understanding of the world and the importance of green issues.

Staff observe all children regularly and plan their next steps. This ensures that all children's needs are catered for and that activities and learning opportunities consistently provide children with challenges and new experiences. For example, children can access the playschool's camera, laptop and photocopier to learn new skills.

Children behave exceptionally well and show respect for their peers. For instance, children share resources and demonstrate excellent cooperative skills when making tracks with porridge oats for the cars to drive along. Children's behaviour is exemplary and they show an excellent awareness of their responsibilities within the playschool. Children respect themselves and others. This is promoted by the staff who provide books and resources that reflect diversity and they have identified this as an area for further development.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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