

Dalesplay

Inspection report for early years provision

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Inspection date

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Inspector

Karen Tervit

Setting address

Town Head, Hawes, North Yorkshire, DL8 3RQ

Telephone number

01969 667789

Email

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

Dalesplay was registered in 2006. It operates from Hawes Community Primary School, in the North Yorkshire market town of Hawes. It is managed by the Upper Dales Childcare Partnership Limited. The setting serves the local and surrounding area. The setting is accessible to all children and there is an enclosed area available for outdoor play.

The setting opens Monday to Friday all year round excluding Bank holidays and the week between Christmas and New Year. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. A maximum of 35 children may attend the setting at any one time. There are currently 36 children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged over five years. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs seven members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled as staff have a good understanding of the Early Years Foundation Stage framework, providing a rich learning environment covering all areas of learning. Overall, good observation and assessment arrangements help children make good progress. All children are included and their individual needs met effectively. Records detailing the recording of written parental permission to administer medication lack detail and clarity. Overall, all other required documentation is in place. The setting demonstrates strong capacity and commitment to continually improve the service provided.

What steps need to be taken to improve provision further?

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

- obtain prior written permission for each and every medicine from parents before any medication is given and ensure records contain all necessary details, for example child's name

02/04/2012

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

- update the record of risk assessment to include any assessments of risks for individual outings and trips
- ensure there is a named person in place responsible for behaviour management issues.

The effectiveness of leadership and management of the early years provision

The setting provides a safe and welcoming environment for children to play and learn. The whole staff team complete regular risk assessments for both indoors and outdoors. Thorough risk assessments are completed when children embark upon outings, including the wearing of high visibility jackets and taking a mobile phone along with contact details. However, there are no written records of these available. All staff have recent safeguarding training to at least a level one, consequently they demonstrate a good awareness of signs and indicators of abuse. They have a secure understanding of the safeguarding children policy and know what action to take if they were concerned about a child. All staff have an appropriate first aid qualification ensuring children receive appropriate care in the event of a minor accident. Parents record times and dosage of medication to be given, however it is not clear that they have given written parental permission to administer such medication and not all records contain the children's names. This is a specific legal requirement. Staff deployment is good across the whole of the setting, ensuring children are supervised at all times and enabling them to mostly access the outdoors whenever they want.

Toys and equipment are of good quality, easily accessible and promote children's learning well. A range of resources, including books, dolls and role play items, are available promoting positive images of difference and diversity. This helps children to learn about their own culture and aspects of the wider world. The setting, both indoors and outdoors is a print rich environment. Outdoor provision is constantly evolving with children being able to access all areas of learning in exciting and interesting surroundings. An inclusive environment ensures that children have their individual welfare needs effectively met and that they achieve well. For example, the setting is able to identify children's need for additional support and work effectively with parents and outside agencies to provide the support needed. The dedicated manager and staff work very well together as a team, promoting good quality care for all the children. The setting is committed to the continual development of their service. The directors provide good support for their staff. Professional development is encouraged and all staff attend training to update and develop their childcare knowledge. The Ofsted self-evaluation form, along with clear action plans are used to help with driving and securing improvement. The setting demonstrates a strong capacity to continually improve as they have addressed the previous recommendations from the last inspection, improving outcomes for children.

A strong partnership with parents benefits all the children. Parents are kept very well informed about the provision through regular newsletters, daily diaries and

notice boards keeping them up to date with any necessary information. In addition, parents access policies, procedures and daily plans and activities their children are involved in. They are strongly encouraged to contribute to their children's learning journals and regularly take these home. Parents' comments at inspection are positive stating that they are very happy with the care and learning their children receive. The setting has forged good links with the local school on the same site; consequently children are very well supported in their transition to school. They are frequent visitors to the school, share some of the outdoor provision and have links on the school website and 'blog'.

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

Children clearly have good relationships with staff and peers, and confidently move around the setting, making choices about what they do. Staff have a good knowledge and understanding of the Early Years Foundation Stage. Systems are in place to observe and assess children's learning and development. Planning is linked to observations of children's interests and a varied learning environment is provided, which is adapted to meet the individual needs of children. This helps children make good progress in relation to their starting points.

Children mostly negotiate space well as they ride their bikes and sit and ride toys outdoors. Children are developing good imagination skills as they dress up as super heroes or talk on the toy telephone. They thoroughly enjoy pouring water down the lengths of guttering, making marks on the outdoor chalk boards and digging in sand and soil. Children freely access books and stories in the comfortable book area, with staff capturing children's interest as they read favourite stories to them. They receive good opportunities to be creative with materials such as paint, play dough, junk and glitter. Children are developing many skills that will contribute to their future economic well-being. For example, they are becoming increasingly confident in using information and communication technology, such as programmable toys, digital cameras and computers. Children are beginning to learn about other cultures through fun activities, such as celebrating Chinese New Year and Diwali. For example, they have their own menus, use chopsticks and create a large paper mache dragon as well as Chinese hats to celebrate Chinese New Year. Babies paint their hands and feet to celebrate Diwali. They confidently sing or chat to adults as they play. Older children are able to recognise and write their own name and some confidently count to 10 and beyond. Younger children thoroughly enjoy counting the buns on the finger puppet.

Staff use praise and encouragement consistently to support children's learning and development as they play. However, there is not a designated person responsible for behaviour management issues. Children proudly tell adults why they have received their stickers, for example for singing a lovely song and washing hands. They eagerly demonstrate new skills learnt as they put on their own coats before accessing outdoors. Children receive healthy snacks and a light tea and are able to bring a packed lunch. They make their own fruit kebabs and vegetable soups. This

helps to raise their awareness of what foods are good for them and gives them the opportunity to try new tastes. Children are beginning to manage their own health by learning the importance of washing their hands before eating and after using the toilet. Children are learning about keeping themselves safe through instruction and everyday practices. For example, using tools, such as, scissors and cutlery safely and holding onto the large hoop when going on outings to places such as the library, shops and to see the hens.

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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