

The Dales Playschool

Dales Playschool, Moor Lane, Grassington, Skipton, North Yorkshire, BD23 5BD

Inspection date

14/11/2013

Previous inspection date

04/10/2011

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- The provider is in breach of a number of legal requirements. A manager and/or deputy are not in place to take charge at all times, in order to consistently lead and manage the practitioners in delivering the Statutory framework for the Early Years Foundation Stage.
- The provider is not clear of the role of the committee in monitoring the provision to ensure all legal requirements for children's learning and development, and safeguarding and welfare requirements are fully met.
- The provider has failed to notify the regulatory body, Ofsted, of a change of circumstances to the person managing the provision.
- Staff are not consistently providing activities matched to children's identified needs nor do they extend children's thinking, in order to progress children in their learning and development, so they can make the best possible progress.

It has the following strengths

- Children's behaviour is managed well as they learn to listen, to follow instructions and play safely and harmoniously together.
- Positive relationships with parents ensure there is a joint approach to children's learning and to promote the importance of home learning.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the nursery room and the outside learning environment and viewed toys, equipment and resources.
- The inspector conducted a joint observation with the play leader.
- The inspector held meetings with the nominated person, manager of the provision and members of staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Janet Singleton

Full report

Information about the setting

The Dales Playschool was registered in 1970 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The playschool is situated in the village of Grassington, North Yorkshire. It is managed by the nursery manager, who is currently on leave. The playschool serves the local area and is accessible to all children. It operates from a purpose built room, attached to the rear of the town hall, with an enclosed area available for outdoor play.

The playschool employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The manager for the playschool is qualified to a level 6. The playschool opens Monday to Friday with sessions from 9.15am until 3pm, term time only. Children attend for a variety of sessions. There are currently 20 children attending, who are within the early years age group. The nursery receives support from the local authority advisory service and is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure a manager and/or deputy is in place at all times and they are fully aware of their role and responsibilities, in order to manage the provision effectively
- ensure the committee and nominated person is aware of their legal responsibilities relating to the Statutory framework for the Early Years Foundation Stage, in order to implement it effectively and ensure all legal requirements are met
- ensure the regulatory body, Ofsted, is notified of any changes to the person managing the provision
- ensure children's learning is guided by the asking of good quality questions and takes into account the characteristics of effective teaching and that activities are matched to children's emerging needs and interests.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The quality of teaching is not consistently good enough to promote and extend children's learning at all times. Consequently, activities are not always consistently matched to children's needs. This results in activities sometimes lacking direction and failing to

motivate and engage them in their learning. Children enjoy themselves being mostly occupied as they plan their own play and move freely choosing from the resources accessible and the activities set out for them. Staff and managers are generally secure in their knowledge of the learning and development requirements to plan the environment to cover the seven areas of learning. They are secure in their understanding of the need to observe, assess and plan for children's needs and share this information with parents to provide a consistent approach to children's development. Tracking is undertaken and staff identify the next steps for children's learning. This information is linked to planning to identify activities to further children's progress. However, in practice, this is ineffective because staff support is inconsistent and activities not appropriately matched to children's identified need for them to make the best possible progress. Although, staff sit with children and engage with them while sat at the table, they frequently move away to continue with other tasks. Consequently, learning is interrupted. However, on some occasions during table activities, practice is good enough and staff work to extend their learning.

Staff do not consistently extend children's thinking as not all staff ask good quality questions. Opportunities are missed to inspire children to answer questions, in order to promote their learning further. There is a lack of planning to motivate and interest children to engage them in some activities. This is because staff do not prepare children sufficiently to enthuse them in their learning. This lack of enthusiasm is evidenced, for example, in the rocket building, with many missed opportunities to explore and build on children's understanding of space. Therefore, children's learning is not fully progressed and enhanced at all times. On occasions, staff fail to extend children's language development, such as in the colour mixing, by missing opportunities for introducing new words and describing what is taking place. Consequently, children do not always show the characteristics of effective learning, for example, investigating, concentrating and developing their own ideas. This is because teaching at times is weak and fails to inspire and challenge them in their learning. However, children are enjoying themselves and chatter to each other as they play as they develop their social skills. They learn to share and play harmoniously together as they make the car track and develop their imagination in pretend play. Children delight in dressing-up and act out the role of being a fairy or dressing up as an elephant, as they learn about their world and attend to their own dressing needs. They enjoy pouring and filling in the water as they learn about volume and capacity. However, because staff do not always ask questions that can be answered in different ways, this means that opportunities to explore concepts, such as mathematics, are lost. Considering the range of activities provided and the times where teaching is appropriate, this means that most children are working within the typical range of development expected for their age and are being generally prepared for the next stage in their learning.

Staff share information regarding children's needs with parents through the daily discussions and invitations to come into the nursery. Parents and key persons work together and through discussions, parents contribute to their child's learning and development record. Staff are working in engaging all parents in supporting their children's learning in the home environment to provide a consistent approach.

The contribution of the early years provision to the well-being of children

Children are supported to gain a sense of well-being because the key person is in place and results in children forming appropriate relationships with staff. Parents know who to approach regarding their child and through key person discussions their child's routines from home are closely followed. Therefore, care needs are shared and agreed to ensure that children are settled. As a result, children move freely, are confident and make choices regarding how they wish to spend their time while at the setting. Although, the environment is planned to cover all areas of learning, staff do not make the best use of it to ignite children's enthusiasm and this is especially so when outdoors. This is because there is limited planning to excite children, for example, a small track and a tray of white rice with no enhancements was set out and failed to inspire and hold children's interest. However, when children use the fixed equipment, they learn to manage risks as they climb, run and delight in using the slide and see saw as they play.

Staff are consistent in their expectations in regard to children's behaviour. As a result, children understand what is expected of them and readily follow staff instructions, demonstrating their good behaviour. They know when it is tidy up time because staff effectively use the tambourine to signal the end of the session. This action, along with the use of the sand timer, enables children to be able to finish their play and develop an understanding of the routines of the day. Staff use praise and acknowledge what children are doing, in order to build their esteem and self-confidence as they play. Children are encouraged with their self-help skills and most are capable of attending to their own personal needs in for their next transition and onto school.

The routine for snack time is planned to allow children to have a sense of freedom and develop their independence as they make decisions about when and what they want to eat. However, because of an inconsistent approach to the supervision of the children at snack time, opportunities are missed to support their understanding of hygiene practices, healthy foods and lifestyles. Occasionally, this results in children being unsure of which fruit or milk is the freshest to maintain their good health and consequently, hygiene practices are not promoted. Children are confident, they listen to staff and concentrate on the task of their choosing. Consequently, children are developing those skills to help to prepare them for their next stage of their learning and their transition onto school.

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

The committee and managers do not demonstrate a secure understanding of how to meet the legal requirements of the Statutory framework for the Early Years Foundation Stage. They have too little of an understanding of their role in the delivery of the learning and development, and safeguarding and welfare requirements to ensure these are fully met at all times. This has resulted in several breaches of the legal framework. The setting has failed to ensure there is a manager, or deputy, in place at all times to lead the staff group in the daily operation of the play sessions. The committee has failed to notify the regulatory body, Ofsted, of the change to the circumstance of the manager, for example, her maternity leave. Therefore, as the manager is absent for a longer time period, there is

a requirement to have a manager in place to take on her role in her absence. Consequently, the inconsistent approach to the management of the group has resulted in a lack of monitoring of the quality of teaching and the weaker aspects have not been identified quickly enough, in order for them to be improved in a timely manner. There is lack of management and accountability arrangements to ensure staff are very clear of their roles, expectations and their practice monitored to improve the quality of teaching for all children at all times.

Staff understand their role in protecting children and all supporting policies for safeguarding are in place and reviewed. This means that children are protected from harm while at the setting and any concerns relating to their welfare are addressed, for example, reporting to the appropriate child protection authorities. Risk assessments are in place and suitable steps are taken to ensure that children are kept safe and the premises secure. Additionally, registers of attendance, first aid training and first aid resources further protect children. Recruitment, vetting and induction procedures are in place with staff fully qualified and appropriate clearances undertaken to ensure they are suitable to work with children. Training, supervision and appraisals for all staff are undertaken, although, it is unclear how effective this has been because of the weaknesses in the quality of teaching. There are staff and committee meetings held to discuss the group and to identify areas for improvement. However, self-evaluation is weak as it has failed to identify the breaches in the legal framework and the inconsistent quality of teaching. However, the provider has shown an understanding of what needs to be achieved, in order to implement the necessary improvements. The recommendation from the last inspection has been attended to and there is a variety of resources and images to promote children's understanding of diversity.

Strong relationships with parents and other settings, such as the local school, means that information, which promotes the health and well-being of children is shared to promote their learning. Parents contribute to their child's learning record and a consistent approach is maintained. Parents speak highly of the setting and the friendliness of the staff and that their children look forward to coming to the playschool.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	400291
Local authority	North Yorkshire
Inspection number	847864
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	20
Name of provider	The Dales Playschool Committee
Date of previous inspection	04/10/2011
Telephone number	01756 753515

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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