

The Dales Playschool

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

Inspection date

07/05/2014

Previous inspection date

14/11/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Staff plan and provide a wide range of activities and learning opportunities for children's interests and stages of development. As a result, all children make good individual progress in their learning.
- Children's concentration skills are developing well because staff enthuse children and sustain their interest in a range of activities.
- Children are confident, happy and settled in the setting because staff take time to get to know children and their families well.
- Children are effectively safeguarded because staff have a clear understanding of their roles and responsibilities and how to protect children from harm.
- All staff work well as a team, are managed effectively and have a clear passion for improving the setting. As a result, staff continually update their knowledge and understanding of childcare practices by accessing a wide range of training courses.
- Staff have created warm, welcoming and professional relationships with parents. Consequently, parents feel children are cared for well by staff.

It is not yet outstanding because

- Opportunities to further enhance children's already good literacy skills are occasionally missed by staff during small group activities.

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 children in the base room and in the outdoor area.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held discussions with the manager, staff, parents and children.
- A range of documents were inspected including observations, planning and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, policies, procedures and the setting's self-evaluation documents.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Laura Hoyland

Full report

Information about the setting

The Dales Playschool was established in 1970 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built room attached to the rear of the town hall in Grassington, North Yorkshire. The setting is privately owned and managed by the Dales Playschool Committee. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The setting employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The setting opens Monday to Friday during term time only. Sessions are from 9.15am until 3pm. Children attend for a variety of sessions. There are currently 22 children on roll who are in the early years age group. The setting provides funded early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the support for children to practise their emerging writing skills by displaying a range of text in the environment for them to observe and copy.

Inspection judgements

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

Children are making good progress in all aspects of their learning and development because staff know each child well, understand their interests and challenge them appropriately. For instance, staff ask a range of open-ended questions and give children time to think and formulate their answers before extending the conversation further. Staff plan exciting activities and learning opportunities for children and constantly engage in their play. This supports children to keep trying, develop their concentration and expand their curiosity. For example, children observe and discuss the tadpoles a member of staff has brought in. They use a range of mathematical language, such as 'thin', 'short' and 'long', to describe the tadpoles and think about the habitat and growth of the creatures. Staff use books to support children to understand how tadpoles change into frogs, and the flow of conversation means that children hold their interest in the activity for a sustained period of time.

Each child's learning and development needs are individually planned for by their key person, who knows them very well. Regular observations mean that staff plan appropriate next steps for children and track their progress accordingly. As a result, any emerging gaps in children's learning are quickly closed and all children make expected progress relevant to their starting points. Each child's interests are considered during the planning process and this means that children are engaged and motivated to learn. They spend prolonged periods of time emerged in play, consequently learning at the same time. Staff

know when to become involved in children's play and when to leave them to try and work things out for themselves. For example, children concentrate on filling and emptying plastic cups with jelly, enjoying the repetition of scooping the jelly and tipping it out. Staff allow children uninterrupted time to explore. Other children request support in writing about animals they are playing with during a small group activity. Staff support them to form letters to spell out word, such as tiger. However, there is scope to further enhance children's emerging writing skills by having text in the environment that they begin to recognise and copy.

Children are effectively prepared for school because staff understand the importance of supporting children to become independent learners. Staff encourage children to put their coats on by themselves, listen to instructions, understand the needs of others and take turns when speaking. These vital skills are developing well and ensure children are ready for the next step in their learning. Parents comment that children are making good progress in their learning and that they are ready for school by the time they leave the setting. In addition, staff and parents discuss children's progress regularly and parents are fully involved in the life of the setting.

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

Staff and children have formed strong bonds and attachments with each other because there is a clear key person system in place. This means all children are supported to settle into the setting gradually and get to know their surroundings while being comforted and made to feel very welcome. All children are confident and move around the setting with ease, showing that they feel safe and secure in the company of staff. Staff get to know children and their families during the settling-in period, and information is gathered from parents to ensure children's routines and care needs are closely followed. Parents are quick to praise the patience and understanding staff show to children and their families while they are becoming familiar with the setting, especially with children who find it hard to part from their parents.

Children's emotional well-being is promoted well because it is clear that staff respect their individuality. Staff know about children's backgrounds and their individual needs. As a result, children and staff have mutual respect for each other. In addition, children behave very well and know the behaviour that is expected of them. Staff are good role models and demonstrate to children how to share and play cooperatively. Staff are nurturing, kind and caring, and this means children are learning how to be considerate to others.

Children's dietary needs are followed by staff who provide healthy snacks. Children help themselves to crackers and spreads, using knives to butter these before sitting with their friends for a sociable snack time. Parents provide packed lunches for their children and staff support parents to understand what needs to be packed to meet children's daily nutritional needs. As a result, children's packed lunches are healthy and nutritious. Children's health is also promoted through daily exercise in the outside playground or in the large community hall in bad weather. This means children are given daily opportunities to move around, use large movements, run and climb.

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

Children are safeguarded well in the setting because all staff have attended safeguarding training and have a good understanding of how to protect children from harm. Staff are confident to confide in the named safeguarding officer and know what to do if their concerns are not taken seriously. Staff are aware of how to identify the signs and symptoms of abuse. The manager understands the importance of recruiting new staff using a safe and robust procedure. Consequently, all staff are stringently vetted and are suitable to work with children. In addition, the premises are kept secure to ensure children are unable to leave unattended, and regular headcounts mean that all children are accounted for at all times. Visitors are asked to sign in on arrival and are accompanied at all times when children are present. This demonstrates staff's good understanding of how to safeguard children.

Since the last inspection and monitoring visit, the staff team have shown a clear determination to improve the setting for children and families. A new manager has been appointed and she clearly demonstrates a passion for continuous improvement. Training is sought for all staff and the committee, who are clearly aware of their roles and responsibilities. For example, they know the significant events that require notifying to Ofsted. In addition, the manager has created a confident team of staff who are eager to develop their knowledge and skills further. Staff seek training courses and have implemented regular staff meetings where the manager monitors the planning and assessment of children's progress. Furthermore, the manager has implemented peer observations, which ensures a constant reflection on staff's practice.

The manager and staff team warmly welcome advice and support from a range of professionals. They have a positive attitude to sharing good practice and have visited several settings to build what they already know. A very strong relationship has been built with the local authority early years team, and the staff speak highly of the help they have received. Staff have implemented many ideas and actively seek professionals to support them to improve. Parents speak very highly of the setting. They feel involved and say that their children are well cared for. Staff signpost parents to outside agencies for support when required and strive to provide a good service for children and their families at all times.

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	963074
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	22
Name of provider	The Dales Playschool Committee
Date of previous inspection	14/11/2013
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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M1 2WD

T: 0300 123 4234
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