

Yaddlethorpe Pre-School

Inspection report for early years provision

Unique Reference Number	EY248676
Inspection date	22 November 2007
Inspector	Sharon Watson
Setting Address	Bottesford, Village Hall, Bramley Crescent, Scunthorpe, South Humberside, DN16 3SN
Telephone number	01724 852425
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Registered person	The Trustees of Yaddlethorpe Pre-School
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Yaddlethorpe Pre-school is a self-funding playgroup, managed by a voluntary management committee of parents and carers. It opened in 2002 and operates from one room in the community hall in the village of Bottesford in Scunthorpe. The group is open each weekday term-time only from 09.15 to 15.45 and Friday 09.15 to 13.00. A maximum of 26 children may attend the group at any one time. All children share access to a secure enclosed outdoor play area.

There are currently 66 children on roll aged from two to under five years. Of these, 41 children receive funding for early education. The group currently supports children with learning difficulties. The setting employs seven members of staff all of whom hold appropriate early years qualification. The setting is also taking part in the Steps to Quality assurance scheme. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a clean and tidy play room and good systems are in place to promote children's health and welfare. In particular, children are well cared for when they are ill and effective procedures are followed to limit the spread of infection. Children are learning to take responsibility for their own hygiene as they independently wash their hands prior to eating. Staff routinely wipe tables after activities and ensure toilet areas are well resourced to promote children's individual hand washing and drying. Staff training to administer medication, such as inhalers and Epi-pen has been completed. This further enhances children's health and welfare.

Outdoor play is enjoyed by the children on a daily basis and helps to promote their exercise and well-being. They access a good range of equipment, for example, small trikes, push and pull toys, a climbing frame, footballs and hoops. This ensures their movement is promoted and helps them to develop balance and coordination. Children's dietary requirements are monitored in partnership with parents and ensures any special dietary requirements are met. Snack time is a very social occasion for the children as they sit with their peers. They independently self-select milk or water and enjoy a healthy snack of fruit. A packed lunch is provided by parents for children who stay over lunchtime.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

On arrival children are welcomed into the setting and benefit from a bright and airy playroom. The displaying of children's work, posters and colourful displays provide a stimulating environment. Children choose from a good range of resources that are safe and developmentally appropriate. Good procedures are implemented to ensure children remain safe. In particular, the playroom is secure during sessions and staff remain vigilant at all times. Resources are organised well on table tops and low-level baskets for children's ease of use. The book area with soft bean bags is routinely accessed by the children. This promotes their use of books and relaxation.

Small steps are available to children in toilet areas to promote their independent hand washing and toileting. A good range of child size furniture helps children remain comfortable when carrying out activities. Children group together and initiate exercise whilst wearing shoes. At this time staff help children to consider the safety of others whilst exercising in close proximity. The outdoor area is risk assessed daily prior to children's play. This ensures risk to children is limited in particular, when outdoor surfaces are slippery. The children benefit from the staff's good understanding of signs and symptoms of abuse and their knowledge of Local Safeguarding Children Board procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, engaged and enjoy their play. The well set up playroom ensures children initiate their own play and ideas. In particular, they self-select from a good range of dressing up clothes that stimulates their imagination and role play. Children's profiles are completed on entry and provide a starting point on which to base children's learning and development. Children enjoy the painting as they explore texture and use brushes to develop hand-eye

coordination. Staff support less able children to put on aprons at this time. Children explore the range of jigsaws and persist in making connections.

Children are familiar with the routine and are confident to try out new activities. In particular, the nail bar and hairdressers adds interest to the home corner and engages children well. Children's name cards are displayed throughout sessions. However, they are not always used effectively to help children recognise their name. Children enjoy the group singing sessions as they join in well with their favourite action rhymes. Opportunity for children to engage in activities off the premises are provided termly.

Nursery Education

The quality of teaching and learning is good and children make good progress towards the early learning goals. Staff have a good understanding of the Foundation Stage curriculum and are clear about what they wish children to learn. Planning reflects the six areas of learning and children's profiles are completed. However, the next steps in children's learning is not clearly identified in the planning or children's profiles. Children are confident to try out new experiences as they self-select from the broad range of resources available. In particular, they show increasing concentration as they construct with a purpose in mind at the junk modelling table. Children demonstrate a sense of pride in their model making as they seek out staff to share in their achievement.

Children's speaking and listening skills are promoted. In particular, at group registration they listen intently for their name to be called and respond confidently with 'hello' to staff. They freely access the well organised book area as they share a book with their peers. They choose their favourite book and hold it correctly as they turn the pages. The mark making area is well resourced and children show increasing skill in using pencils, scissors and glue sticks. Less able children are supported well in developing their pincer grip when holding pencils. A number of children are also beginning to form recognisable letters when writing their name. Children benefit from the creative way in which staff implement activities. For example, a collection of jewellery is explored by children as they sort, touch and feel. A nail bar and hairdressers promotes children's role play well as they answer the telephone, use a cash register and keep a diary.

At the water tray children cooperate well as they explore and investigate the uses of water to aid movement. For example, they persist in pouring water into a water wheel to see how things happen and how things work. The current topic is Winter and children are learning about the natural world as they discuss birds and the need to feed them at this time. Children's learning is further extended as they investigate changes between liquid and solid when making bird feeders. This also provides links with home as they discuss hanging the feeders in their garden. Children engage in a range of activities that support their creative development. For example, they explore with paint and are able to differentiate between purple, green and orange. They enjoy movement and dance and join in well with action songs and music.

The climbing frame is a favourite with the children and supports their large motor movements well. For example, as they mount the steps, negotiate the slide and move through holes with increasing control. Outdoors they skilfully manoeuvre small trikes and enjoy the challenge of moving between cones and hoops. Children enjoy a range of activities that support their mathematical development. In particular, when constructing a tower children use mathematical language such as taller, bigger and smaller. When skilfully cutting out shapes, children identify a circle, rectangle and square. At the number mat children recognise numerals up to nine as

they jump between squares. Children use simple calculation when joining in with number rhymes and songs. In particular, as they group and separate during 'five current buns'.

Helping children make a positive contribution

The provision is good.

All children are welcomed into the setting by staff and they receive a warm welcome on arrival. This helps children to feel settled and at ease in their care. Children's starting points are obtained on entry and this helps to monitor children's progress. Staff remain sensitive to the needs of the children at all times. For example, when children are ill they are cuddled, made comfortable and reassured by staff. At registration children are welcomed as individuals and they respond well to this as they respectfully acknowledge staff. Children are at ease in their care and approach staff with confidence. In particular, they ask to join in activities or say which story they would like. Children are well behaved and few incidents are observed. Staff present as positive role models helping children to learn right from wrong when settling disputes. Children are learning to share and take turns, in particular, when waiting in line at snack time. Children remain busy and interested and this limits the number of incidents.

Children self-select from a good range of toys that are well balanced and free from gender discrimination. Activities meet the varying age range and abilities of children and maintain their interest well. Children benefit from a playroom that reflects diversity. For example, children access multi-cultural toys and activities and the setting provides accessibility for children with disabilities. This helps children to learn about diversity and promotes respectful relationships. Staff praise children at all times, in particular, when pouring their own drink at snack time and singing alone at group time. This helps raise children's self-esteem as they show a sense of pride in their achievement. The staff foster the spiritual, moral, social and cultural development of the children.

Partnership with parents is good. Staff welcome parents into the setting and respect their wishes. For example, when settling children into the setting. There are good systems in place to support children with a learning or physical disability and parents are well informed of the procedure. A notice board keeps parents informed of happenings within the setting including the Foundation Stage curriculum. A comprehensive information pack is given to parents and they receive a regular newsletter. This keeps them up to date with policies and procedures and events at the setting. There are good systems in place to ensure parents are aware of the progress their children are making.

Organisation

The organisation is good.

Leadership and management is good. Staff and the committee are committed to the running of the setting. They are clear about their roles and responsibilities and effectively monitor the strengths and weaknesses of the setting. A key worker system is operated to enhance children's care and learning. Children benefit from a playroom that is well organised and provides space in which they can move around easily. Staff development is well promoted in particular, through appraisal and extensive training. A robust staff recruitment and vetting procedure is operated to ensure staff are suitable to work with the children.

All staff are involved in the planning and organising of activities to ensure a consistent approach to children's learning. Adult to child ratios are good and a daily record of children's attendance is maintained. Staff communicate well the wishes of parents and children throughout the

sessions. In particular, they are clear about the collection of children and this enhances their care and safety. Policies and procedures are regularly reviewed and updated. This keeps staff and parents up to date with current practices and changes to the setting. Staff deployment throughout the setting is good and this supports children well. Documents are well organised, securely stored and remain individual to children. This ensures their confidentiality is maintained. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection recommendations were made to improve the setting. The setting has implemented the recommendations to enhance the care and safety of the children. These include checking fridge temperatures daily, all staff are aware of how to support children with a disability or special need and the medication procedure is operated effectively.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints procedure may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure all staff are fully aware of, and comply with, regulations relating to food safety and hygiene.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure the planning and assessment process identifies the next steps in children's learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk