



Embsay Children's Centre

Inspection report for early years provision

Unique Reference Number	400136
Inspection date	11 November 2005
Inspector	Janet, Elizabeth Singleton
Setting Address	Pasture Road, Embsay, Skipton, North Yorkshire, BD23 6RQ
Telephone number	01756 793286
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Registered person	Caroline and Simon Midgley
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?

Embsay Children's Centre opened in 1992. It is privately owned by Caroline and Simon Midgley and operates from 4 rooms within a converted chapel in Embsay village, serving the local area and wider community. A maximum of 42 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 until 18:00. All children share access to a secure outdoor play area.

There are currently 69 children aged from 8 weeks to under 8 years on roll. Of these,

11 children receive funding for nursery education. Children attend for a variety of sessions and the setting provides out of school and holiday care for children of school age.

The nursery employs 11 staff, with 10 of the staff, including the manager, holding appropriate qualifications in early years. A further staff member is working towards a qualification in childcare. There are 2 members of staff who are trained teachers.

The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff follow good hygiene practices to prevent cross infection and contamination. The children thrive because the staff have an effective nappy changing routine; they talk to children about hygiene and children learn about germs as they wash their hands and take care of their personal needs. Children's medical needs are very well met as staff are qualified in first aid and all documentation regarding medical details is maintained. Children who have allergies have their needs met effectively as all details are recorded and staff have training in the use of medical equipment to support.

Children are very well nourished as they enjoy mainly organic produce and freshly prepared meals cooked on the premises. They enjoy fresh fruit and help themselves to a drink of water from the tray, therefore, they can monitor their own needs for a drink. Children enjoy learning about how foods grow and the meaning of fresh produce, as they grow potatoes and vegetables on the vegetable plot.

Children learn to control their bodies as they enjoy dance and physical education sessions. They actively participate as they enjoy making tumble turns on the mat, throw and catch balls and delight in running, stopping, turning and changing direction, which they do with skill, competence and ease. They develop their fine movements as they manage cutlery at lunch time and use scissors and small tools with skill as they cut out shapes to make models.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children learn to keep themselves safe because the staff have mostly effective safety procedures in place, which minimise the risk of accidental injury to children. All required safety features are available within the nursery, however, the hall within the community centre, which is used for the physical education did not have all safety equipment, for example, socket covers, in place. Children play safely because the staff minimise risk by checking toys and equipment. The staff encourage children to take responsibility for their own safety because they remind children to avoid running and to tidy up and be careful when playing on the soft play, giving explanations about

why.

The children make decisions about appropriate, quality play equipment, which is safe and suitable for them.

They have a sense of belonging and take pride in their work, which is displayed on the walls and notice boards. They delight in making choices from toys and equipment, as they play in a very safe, welcoming and bright indoor environment.

Children are mostly protected because staff understand their role in child protection and understand the signs and symptoms of child abuse. Staff have an understanding of the child protection procedure and their responsibility to report to their line manager.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the nursery as they make decisions and choices about their play. They move freely through the setting, taking part in the well planned curriculum and the continuous provision of sand, books and role play. Children take part in an interesting and wide range of activities that help them to make good progress in all areas of development, for example, stories, singing and drawing. Children are provided with play opportunities that are appropriate for their age and stage of development. The younger children enjoy and delight in using the soft play as they make castles, build tunnels and bridges and become fully engrossed in their play.

Children are encouraged as they play because staff are sensitive to their individual needs, sitting with them and engaging in conversation, which promotes their thinking. For example, what are you drawing and who knows how many we have got. The assessment procedure for the younger children is linked to the foundation stage, and therefore, is inappropriate to assess their development in order to further meet these children's needs.

Nursery Education

The quality of teaching and learning is good. Children make good progress because the staff have a very good understanding of the Foundation Stage and find out about children's starting points as they observe and assess their skill base. They develop a curriculum plan that gives equal weighting to the six areas of learning. The children's individual learning needs are assessed regularly by their key-worker and recorded to show their progress through the stepping stones. Evaluation of all activities takes place and is used to inform future planning to further meet the individual needs of the children.

Children are motivated and eager to learn as they join in activities with delight and enthusiasm. They confidently practise their writing skills as they access the mark making area and sit drawing and writing with a degree of competence and enjoyment. Children use their very good language skills and enjoy talking to each

other, constantly chattering about their play. They express their ideas as they ask how, what and why questions of the staff. Staff interaction is very positive and children are supported as staff sit with them and talk to them about their play.

The children develop their understanding of the wider world as they take part in a variety of topics to celebrate festivals, such as Diwali and Easter. Their knowledge of the natural world is increased as they visit the allotment and watch how potatoes grow. They appreciate how animals are cared for, how wool is grown on sheep and the need for sheep to be sheared.

The children eagerly use their mathematical knowledge and readily count to 10 as they count children at snack time. They delight in using early calculations as they discuss how many, how many do we need and how many are missing. They use mathematical language as they confidently state how big and how small; they talk about longer and shorter during their play. They are supported in their mathematical development through a range of well planned, enjoyable activities. They enjoy learning about the properties of malleable materials as they roll the play dough and explore the texture by pushing, pulling and poking the dough. They use their imagination as they act out roles in the role play corner. They are confident in comparing sizes, colours and shapes and readily use positional language as they describe under, over, behind and in front. Their fine motor skills are developing well as they use pencils, scissors and construction material effectively and appropriately. Children do not always have the opportunity to explore their imagination fully when using some of the toys, as the arrangement of the resources limits their opportunities to explore and spread into other areas of play in order to enhance their experiences.

Helping children make a positive contribution

The provision is good.

All children are valued and welcomed into the setting because staff value and respect each family who attends. Children are able to engage fully in all purposeful activities because staff effectively monitor each child's participation to ensure all have an equal opportunity and can revisit activities if they need to. Children learn about their own and the cultures of others as they take part in activities that promote their understanding.

Children learn to manage their behaviour, which is of a good standard, because staff use very positive strategies and act as good role models encouraging children by the effective use of praise. They discuss the behaviour with the child and support children by being enthusiastic when children succeed, for example, well done, good boy, good girl. Staff set consistent high standards, boundaries and guidelines, which enable children to take responsibility for their own behaviour taking into account the age and stage of development of the child. Children are extremely well mannered and well behaved as their behaviour is acknowledged in a positive manner. Staff talk very calmly and reinforce rules as they give gentle reminders, for example, don't run you may fall and shall we share. Staff sensitively intervene in disputes as they encourage children to find a solution and come to an agreement about their play; they find out what has happened and encourage children to negotiate with each

other.

Partnership with parents is good. This being effective contributes significantly to the well being of the children. They share good quality information, welcome parents into the nursery and encourage parents to contribute to their child's assessment and to make comments against each area of learning. Parents are provided with a report on their child and are informed of their key worker for their child should they wish to discuss any issues. Parent's views are actively sought on the care and education practices as they complete questionnaires on their child's experience.

The children learn about the community and other cultures as they engage in excellent activities, which significantly promote their understanding. They enthusiastically play together and learn to share as they wait their turn to play on the computer. They learn about the world as they delight in visits from people from the community, go to the allotment and enjoy celebrating festivals from their own and other cultures. This very positive approach fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is good.

The children move freely through a mostly effectively organised setting, which provides good play opportunities. Policies and procedures are used to promote the welfare, care and education of the children and work well in practice. All the required documentation that contributes to children's health, safety and well being is in place and maintained to a good standard.

The leadership and management is good, with staff being led by a strong management team. They work well together as a team and support each other in their roles. Training is promoted for all staff to increase their knowledge and skills to improve their practice and the care of the children. The management team responds to changes in child care practices and acts on advice given to further improve the quality of care and education for children.

The setting promotes the education and outcomes for children very well. A team of committed staff continuously monitor their own and the children's performance by evaluating activities provided and monitoring progress made against the stepping stones. The staff monitor their own performance through the appraisals system, through the regular staff meetings and the evaluation of activities in order to improve the care and education provided for children.

Overall, the setting meets the needs of the children who attend.

Improvements since the last inspection

Since the last inspection the setting has organised the book corner; provided further toys and equipment reflecting positive images of disability, including children in wheelchairs and on crutches and organised the pre-school room to allow children to

have more freedom of movement. This enables children to access books for enjoyment and pleasure and to learn about diversity as they play and move more freely through the pre-school room. The setting has adapted the timing of the activities to prevent children having to wait to participate to ensure they remain occupied and interested in their work. The setting has also encouraged children to set the tables at lunch time and to use correct cutlery, which they were observed to use competently and skilfully.

Complaints since the last inspection

There has been a complaint raised relating to Standard 2: Organisation, which was investigated by the provider. There were no concerns and the provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record 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):

- devise a suitable assessment procedure for the younger children aged under three years
- ensure socket covers are provided in all areas used by the children, with regard to the use of the community hall.

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):

- maximise children's opportunities to further develop their imaginative use of the toys and equipment.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk