



Escrick Pre School

Inspection report for early years provision

Unique Reference Number	EY243248
Inspection date	26 May 2006
Inspector	Lindsay Helen Dobson
Setting Address	Village Hall, Main Street, Escrick, York, North Yorkshire, YO19 6RG
Telephone number	07969 610134
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Registered person	Escrick Pre School Playgroup
Type of inspection	Integrated
Type of care	Full day care, Sessional 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?

Escrick Pre-school opened in 1972 and is a voluntary organisation. The group are registered for 24 children from two to five years and offer sessional and full day care. They operate from the village hall in Escrick, near Selby and serve the needs of the local community and surrounding villages. The group has access to a large hall, small side room, kitchen, toilets, storage and a fully enclosed outdoor play area.

They currently have 40 children on roll, of which 25 children are in receipt of nursery

education funding. The pre-school opens for 39 weeks per year during school term times, from Monday to Friday from 09.00 to 11.45 and on Monday and Wednesdays from 12.15 to 15.00. A lunch club is also available. The setting supports children with learning difficulties and disabilities.

Five staff work with the children on a full and part-time basis, most of whom hold or are working towards early years qualifications. The setting receives support from a local authority early years consultant and is a member of the Pre-school learning alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop a good understanding of healthy practices through topics and activities, for example, healthy eating and a visit from a dentist. They wash their hands independently after messy play, after using the toilet and before snacks. Through discussion they understand the need to practice good routines of personal hygiene and the importance of this, for example, 'to get rid of germs'. Children talk about 'healthy food' and food that is not good for you, for example, 'I don't eat sweets, ice-cream or crisps, because they are not healthy for you. I eat fruit and vegetables'.

Children enjoy exercise and develop a positive approach to this through daily opportunities for outdoor physical play. Children test and develop physical skills and control of movement through their access to a good range of experiences and activities both inside and out. Staff have a well developed knowledge of child development to enable all children to be eager to try out new skills and seek support when needed. For example, children enjoy catching balls, balancing on the obstacle course and manoeuvring bikes. Children develop a good awareness of available space. They move around confidently, with control and in a variety of ways, including running, jumping and hopping. Children also competently use a wide range of small equipment, which includes scissors, glue spreaders and utensils.

Children are able to access water throughout the day and enjoy fresh fruit and other healthy options at snack time. Snacks comply with children's individual dietary requirements. The group run a snack bar for snacks which is open throughout the session and children can help themselves to fruit, raw vegetables and drinks.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a clean, very well maintained environment which is effectively organised to enable them to move around freely and safely. They access available resources independently from trays and boxes at their height and all toys and equipment are maintained in very good condition.

Children benefit from a good range of safety measures in all areas; the main door is

kept locked and only opened under staff supervision. There is the use of a walkie-talkie system from the outdoor area to the staff inside and fire extinguishers are in place. Risk assessments are carried out regularly and any issues addressed immediately. Children develop a good awareness of safety through practicing emergency evacuations each term and discussing the reasons for this with staff. They have a sound understanding about safety in the setting, which is developed through good staff explanations. For example, staff encourage children to pick up toys from the floor to prevent someone tripping over.

Children are well protected by staff who have a good understanding of child protection; through training, the use of detailed policies and procedures which promote the importance of children's welfare. Documentation relating to child protection is shared with parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled and enjoy coming to the pre-school. The staff are keen, highly motivated and interested in the children. They are extending their knowledge and skills for the children under three-years-old and developing their programme of activities. Staff have attended the Birth to Three matters framework training. The younger children are developing a good sense of self and belonging. Staff also have a sound understanding of the Foundation Stage Curriculum to provide the children with good learning opportunities.

Staff provide continuity of care for all the children, which ensures their routines and needs are well met overall. Good relationships are established that enhance children's independence and promotes their development of well-being appropriately.

Nursery Education

The quality of the teaching and learning is good. The children are keen to learn and participate in the good range of activities offered; which are well organised and accessible to the children. Staff use an appropriate range of teaching methods with the children to support their learning across the curriculum. Children work well together and follow routines safely and accept responsibility for their actions. The children have good levels of concentration and imagination, they offer and extend their own ideas through their play. For example, children make collages and box craft with their favourite colours and shapes and play shops. There are displays of the children's work which shows a variety of resources used, such as free painting.

Children communicate well both with each other and staff, who encourage the children to share their experiences in what they know, and encourage questioning if a child is uncertain. This supports their thinking skills to develop their independence. Children have good opportunities to mark make and recognise letters in their names. Children are developing their confidence and use of numbers and counting to five and beyond in their daily activities. For example, children count numbers of pieces of dough and how many types of fruit and vegetables there are. They are able to use the computer and this provides games to enhance their mathematical skills and

develops fine motor skills.

Children have very good opportunities to explore and investigate their surroundings in the pre-school garden, for example, planting and growing, observing insects and through planned focus topics. Physical skills are well developed and well balanced throughout the day. Children are confident in their use of both large and small equipment, such as riding bikes, obstacle course, using scissors and glue spreaders. A good range of creative experiences and resources assist the children to make sense of the world around them. However, children's ability to be fully creative with regard to making music is sometimes restricted.

Assessment of the children's learning and progress is managed by the child's key worker. The level of challenges for children are good and children show enthusiasm and interest in the activities provided. These activities enable children to make good progress. Evaluation of activities and ongoing plans show new challenges and where additional support for children is required.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals and their individual needs are well met. Children develop a positive attitude to others and foster a good understanding of the wider world and the local community. For example, children celebrate festivals, try cultural foods and have access to a range of resources and activities, which show positive images of culture, ethnicity, gender and disability.

Children behave very well, they are given lots of praise and encouragement and learn to share, take turns and begin to accept the needs of others. They learn to understand right and wrong through the consistent use of boundaries, which are age appropriate and include explanation and distraction. The ethos of the setting promotes a very supportive approach to the children. Positive encouragement and praise are very forthcoming and children are valued and develop a strong sense of self-esteem.

Partnership with parents and carers is good. Children benefit from effective information sharing with parents through newsletters, daily chats and detailed notice boards. Detailed information on the Foundation Stage curriculum and the Birth to three matters framework is available for parents and this helps them to be involved in children's learning. The setting fosters children's spiritual, moral, social and cultural development well.

Organisation

The organisation is good.

The environment is well organised, staff know their roles and responsibilities and effectively implement routines to give children a broad range of experiences. Children benefit from well deployed staff, who consistently interact with them and give them

support and encouragement. This helps children to feel secure and confident. Children are kept safe and healthy as staff attend and update training regularly, including first aid. Children are well cared for through effective implementation of policies and maintaining of most documentation appropriately. However, the certificate of registration is not always displayed at each session.

The leadership and management of the nursery education is good. Some staff have attended Foundation Stage training and are involved in planning for the curriculum to help children develop. There are informal evaluations of staff performance and regular appraisals are used to monitor staff development. Assessment records are updated by key workers, who monitor children's achievements and development. These records are detailed and clearly show the next steps of learning for each child. Parents are encouraged to read and add to individual assessment records. Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the group were requested to improve the induction procedure and devise and implement an appraisal system to monitor the effectiveness of the staff. The induction procedure has been developed and continues to be a work in progress as the group develops its policies and procedures. All staff are given a verbal induction and tour of the setting by the manager and are also given a copy of the policies and procedures. A twice yearly appraisal system is in place and staff are free to talk with the manager at any time. She is very aware of staff's individual strengths and utilises these well to benefit the setting and the children. The group were required to improve the procedures for applying sun cream to children and improve the arrangements with parents for providing sun hats. They now have a detailed procedure for applying sun cream and all staff are aware of this. All parents provide sun cream and hats for the warm weather and also wellington boots for playing out in the bad weather. The group were also asked to increase the positive images of disability in the provision, this has been successfully completed and resources now include role play, small world, children's walking frame, jigsaws and books. The implementation of these recommendations ensure the children are kept safe and develop their awareness of diversity.

Complaints since the last inspection

There have been no complaints made to Ofsted since 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):

- ensure all policies and procedures relating to the National Standards are in place and available to parents
- ensure the certificate of registration is displayed at all times.

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):

- develop children's creativity through increasing their access to musical instruments.

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