



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 400319

DfES Number: 594100

INSPECTION DETAILS

Inspection Date 22/09/2003
Inspector Name Elizabeth Patricia Watton

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Esklets Playgroup
Setting Address Station Yard
Danby
Whitby
North Yorkshire
YO21 2JF

REGISTERED PROVIDER DETAILS

Name The Committee of Esklets Playgroup Committee

ORGANISATION DETAILS

Name Esklets Playgroup Committee
Address The Station Yard
Danby
Whitby
North Yorkshire
YO21 2JF

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Esklets Playgroup is a voluntary, committee-run pre-school provision situated in the village of Danby near Whitby. It serves the immediate locality and the surrounding villages, including Castleton, Lealholme, Fryup, Commondale and Westerdale. The group operates in purpose built accommodation on station property owned by the railway company. Opening hours are from 9:15 am to 11:45 am Monday to Friday, term time only. There is also a toddler group on the same premises, this runs on Wednesday afternoons from 13:00 to 15:00.

The group is registered with the Local Education Authority to provide funded places for those children of eligible age. For this they have the regular support of an Early Years Development Childcare Partnership Early Years Consultant. Of the 26 children currently on roll, there are nine four year olds and nine three year olds who are funded. The setting currently supports children with special educational needs but there are no children who speak English as an additional language.

The sessions are managed jointly by Kate Smith and Jan Robertson, both having attended a range of specialist training in Early Years Care and Education, they are both working towards an appropriate qualification. The group employ another four staff members, one having a relevant level two qualification and a second, working towards level three. The group also benefit from a degree of parental involvement.

How good is the Day Care?

Esklets Pre-School Playgroup provides good care for children. The staff provide a warm, welcoming atmosphere where children feel relaxed and confident. The committee support staff well, this enables key staff to continually update their skills and knowledge on a range of childcare and education issues. The purpose built accommodation is attractive with displays of children's work linking with ongoing themes, topics and areas of learning. The indoor and outdoor areas are very well resourced and set out in such a manner that enables children to access their chosen activities easily. The outdoor facilities are particularly good. Documentation is generally well organised, with all required elements of record keeping completed

appropriately.

All aspects of the children's health and safety are well addressed. Children help to prepare healthy and nutritious snacks, which sometimes link with ongoing topics. Individual requirements are sensitively catered for with allergies, dietary needs and dislikes well displayed in the kitchen area. Children with special needs are well supported in the group.

The children are able to choose from a wide range of interesting and stimulating activities throughout the morning. The staff make good use of the surrounding rural environment and local natural resources to increase the children's play and learning opportunities. Behaviour management techniques are positive and used effectively to ensure that children's self esteem is high and relationships positive.

Partnership with parents is good, the notice board in the entrance has information about the playgroup business, the Early Years Development Childcare Partnership, other associated agencies, and village events. Staff chat to parents daily about the morning's events and there is a good system in place for reporting to parents on the educational aspect of the provision. On the questionnaires, parents comment very favourably on several aspects of the setting.

What has improved since the last inspection?

the medication policy, now states clearly how, and in which circumstances medication would be given to children

What is being done well?

- There is an effective staff development plan showing clearly which training has been attended, it outlines training needs and addresses how and when this will be completed.
- Relationships within the group are very good on all levels, there is good deal of positive interaction between staff, parents and children. Relationships extend in to the wider community as parents, staff and children are involved together in wider village activities such as dancing sessions in the village hall, the local village shows and church events.
- There is a good range of resources, children are able to choose freely from equipment providing opportunities for stories, music, role-play, physical, creative and messy play and small world, both indoors and out.
- The group have a positive attitude to inclusive play for all children, they support children with special needs well linking effectively with parents and relevant agencies.

An aspect of outstanding practice:

The range of equipment is very good and covers all areas of play, learning and development, children add to this by bringing additional items outside to enhance their play. There is also a well equipped outdoor play barn which means that children can still play out, even in bad weather. The group intend to develop the outdoor area

still further to increase opportunities for gardening and minibeast activities.

What needs to be improved?

- child protection documentation, to show how the group would deal with allegations against staff
- professional development, continue to adhere to the existing development plan regarding staff's qualifications.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
1	continue to follow the staff development plan regarding qualifications
13	review child protection policy and include specific details of how allegations against staff would be handled

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Esklets Playgroup in Danby, provides a warm and stimulating environment where children make very good progress towards the early learning goals in all areas of learning.

Teaching is very good. The staff use their sound knowledge of the early learning goals to plan interesting, play based learning opportunities. The activities are planned in such a way as to ensure that all children can access them at their own level, with staff scaffolding the older and more able children's learning by effective questioning and flexible extension of the activity. Activity plans and children's assessment sheets both show good links to the foundation stage. The children behave very well as a result of the effective and sensitive behaviour management techniques used by the staff. Positive and skilful interaction with the children ensures that their personal, social and emotional development and their communication skills are developed to a high standard, and that their self esteem is fostered. The nursery has a good range of equipment addressing all areas of learning, indoors, outdoors and in the play barn. The resources are organised and presented in a way that enables children to access the various learning opportunities freely, and develop their self-help skills.

The leadership and management of the group is very good. The two managers work well together and share the management role effectively. The staff are committed to their professional development. The committee, led by a dedicated chair-person, supports them well in this respect, and on many other issues.

Partnership with parents is very good. Parents are well informed about the general running of the nursery and the children's assessment folders are available at each session. Regular newsletters tell parents how they can contribute to forthcoming activities, outings and events, and how this links with the curriculum plans.

What is being done well?

- The children use spoken language clearly and for a variety of purposes, they handle books well, and begin to understand that print carries meaning.
- The children's personal, social and emotional development is very good, they behave very well, they are confident learners and ask questions, and they develop a strong sense of right and wrong, taking turns and sharing well.
- The extension of the curriculum into the outdoors and into the wider environment fosters a strong sense of continuity for the children. Staff ensure that children access the foundation stage whilst out and about and have a good understanding of how children learn through their play in a variety of situations.

- The children develop their understanding of mathematical concepts, including number, and use this regularly in their self-chosen play and adult led activities.

What needs to be improved?

- to continue to follow own development plan for outside area and include opportunities for gardening experiments and minibeast investigation

What has improved since the last inspection?

In accordance with the point raised for consideration at last inspection, the group introduced a topic on growth and development over the spring term, looking at growth and change in a range of life forms, in plants, animals and in the children themselves.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Personal, social and emotional development is very good. The children are confident in their approach to adults and peers. They develop positive relationships with each other and adults, they are considerate and behave very well. They are confident to make choices in their play and learning and help themselves to resources they need for this. They take turns and share very well. The children develop strong sense of community through planned activities linking with the village as a whole.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's development in communication, language and literacy is very good. They speak very well using an increasing range of vocabulary. They handle books well and begin to understand that print carries meaning. Older and more able children use their developing pre-writing skills in their play, they can write their name to label their own work, and can hear initial sounds in words, particularly when talking about days of the week.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children's mathematical development is very good. They begin to use mathematical concepts and the associated vocabulary in their self chosen play activities such as art, craft, construction and role play, in their adult led P.E. activities, and in their everyday organisational activities such as assessing how many children are present and how many cups are needed. They show a developing understanding of addition and subtraction, particularly in their number rhymes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children's knowledge and understanding of the world is very good. They use a range of everyday technology and information technology to support their learning. The older and more able children develop a strong sense of time and place and their position in it, being confident to talk about their outings into the wider environment, and about their involvement in past and future events in the locality. Children take part in traditional cultural events and begin to learn about other cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The children's physical development is very good. Children move with increasing confidence and imagination, they use their developing co-ordination to avoid collision when moving at speed. They use large outdoor equipment imaginatively to make or represent a train or a fire station. They use a range of small equipment with increasing ability to throw, catch and balance, they use smaller tools and implements skilfully to cut, join and shape at the play dough and mark making tables.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The children's creative development is very good. They explore colour shape and texture in two and three dimensions in their art and craft work. They regularly express themselves in imaginative role play indoors and out. All the children enjoy music, confidently helping themselves to musical instruments either to make a train noise for their role play, or to play along with taped music. They sing a wide range of simple songs from memory and can match movement to rhythms.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no key issues raised though the following point for improvement should be considered; continue to follow own development plan regarding the outside area and include opportunities for gardening experiments and minibeast investigation

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.