



Ouseburn Playgroup

Inspection report for early years provision

Unique Reference Number	400322
Inspection date	28 November 2006
Inspector	Katy Elizabeth Wynn
Setting Address	Ouseburn Playgroup, Little Ouseburn Village Hall, Main Street, Little Ouseburn, York, North Yorkshire, YO26 9TD
Telephone number	01423 339559 or 01423 331304
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Registered person	Ouseburn Playgroup
Type of inspection	Integrated
Type of 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?

Ouseburn Playgroup has been registered to provide sessional care since 1993. It operates from the village hall in Little Ouseburn, a rural village situated between Harrogate and York. It is run by a parent committee and the registered person is the Chair of the committee. The facilities include two play rooms with adjacent toilet and kitchen facilities, storage facilities on the first floor and an area for outdoor play to the side and rear of the building.

The group is registered for a maximum of 24 children at each session and takes children from two and a half to five years. Session times are between 09.15 and 12.15 Monday to Friday during term time only. The group serves the local community and a wide surrounding area. There are currently 31 children on roll including 16 three-year-olds and one four-year-old in receipt of nursery education funding.

There are seven members of staff working directly with the children. Two have a relevant Level 3 qualification and one has a Level 2, and one member of staff is working towards a Level 3 qualification. In addition there are two supply members of staff. They receive support from the development workers at the Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children enjoy a good range of activities which contribute to their good health. Staff ensure that children follow hygiene procedures and most are effective in minimising the risk of cross-contamination and infection. However, the communal bowl prior to snack time will not prevent the spread of infections. Children are fully supported and encouraged in developing high levels of independence and a great awareness of personal hygiene. Strict procedures are in place in relation to keeping the premises, toys and equipment clean. As a result, the children are able to play in a hygienic environment. Staff adopt the 'Birth to three matters' framework in relation to a 'healthy child'. Children's emotional well-being is significantly enhanced via a highly effective key worker system. As a result, the younger children settle well due to the warm and supportive relationship that they develop with staff who meet their individual needs with sensitivity. This secures their emotional well-being very well. There is a detailed sick child policy and procedures for staff to follow when administering medication. Records of accidents and medication are shared with parents, and staff regularly check the accident book for any reoccurring accidents. All staff have been trained in first aid and this is extremely beneficial to children and gives reassurance to parents.

Children thoroughly enjoy their snacks that are freshly prepared on the premises. Snacks are imaginative, varied and nutritious in content. For example, they are offered a selection of raw vegetables, fruits and crackers. Children take huge delight in sitting together at snack times. They thoroughly enjoy these social occasions; they talk freely to the staff and their peers and are not rushed. This good practice allows children to develop social skills, manners and their understanding of healthy eating is enhanced. Staff ensure that children can access appropriate crockery and cutlery in order for them to develop skills in cutting and spreading so that they manage their food well. At the beginning of the placement, staff gather relevant information from parents in relation to children's likes, dislikes and any other dietary requirements. This means that staff are well able to cater for individual children's needs.

Children get plenty of robust physical exercise. They use the outdoor facilities with excitement as they confidently use a variety of large and small equipment. Some ride on bikes and others balance with the hoops. A trampoline and small play blocks are available inside. Staff are vigilant at ensuring the children use the equipment safely, for example, they tell children to put two hands on the trampoline when bouncing.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are warm, well maintained and visually stimulating with colourful displays and examples of the children's art work displayed. Children are very happy and content. This is evident as they enter the setting and say goodbye to their parents. Children are kept safe because staff are vigilant both within the setting and outside. They pay very good attention to risk assessments which are carried out daily and in depth on a regular basis. All staff are fully aware of their responsibilities in relation to emergency evacuation procedures and children are learning to keep themselves safe through taking part in the fire drill. Some children were able to explain the fire procedure they follow within the setting. Staff are vigilant within the setting and offer suitable explanations regarding safety, for example, they tell children not to run or they may fall and hurt themselves.

Equipment is of a high quality, very well maintained and readily accessible to children. Children are able to self-select some resources without risk. Staff ensure that these resources are stored at child level and attract children, by careful consideration of storage and presentation. Staff create an environment in which children feel comfortable and they move around all the areas confidently. They are able to sit in small chairs as well as a sofa for stories which are suitable and safe for their purpose. Children learn the importance of looking after toys and activities and they enthusiastically help tidy away at the end of a session, and assist in keeping the setting tidy and safe.

There is a well written and up-to-date child protection policy, which is made available to parents and staff. All staff have attended child protection training to basic and some staff have attended intermediate training. There is a designated member of staff who has responsibility for child protection concerns. As a result, the well-being of the children is seen to be paramount.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy and achieve because practitioners provide an extensive range of stimulating activities. They benefit from the practitioner's strong understanding and implementation of early years guidance, the 'Birth to three matters' framework and the Curriculum guidance for the Foundation Stage. Children experience good elements within their session to meet their individual needs in development and learning so that they progress well. There is an excellent balance of adult focussed and self-initiated activities within the planning for all ages. Consequently children move around the setting confidently, which is effectively organised to offer considerable opportunities in differing play areas.

Younger children are competent learners, they are able to use their imagination and be creative independently.

Children persist for extended periods of time at an activity of their choosing, for example, one child spent a long time completing a jigsaw and problem solving with each of the shapes.

The key worker system is highly effective as children spend time with their main carer and become skilful communicators, relating well with others because they feel secure. Children benefit from small group activities, such as playing at a table with malleable materials and talking about what they were making with a member of staff. Abundant and easily accessible books for looking at and listening to stories told, encourage children's enjoyment of the written word and pictures. Further enjoyment is gained in physical activities, such as balancing, climbing and jumping, which keeps children's activity levels high and provides good physical stimulation and they respond well to this.

Nursery Education

The quality of teaching and learning is good. Staff plan a curriculum which is challenging, purposeful and so that high expectations are placed on children. It covers all the six areas of learning and indicates the intended outcome in achievement. As a result, children are making good progress towards the early learning goals. Staff offer a balance of self-initiated and adult focussed activities resulting from evaluation of past practice and this has positively benefited children's learning experiences. Staff use effective observation and assessment methods, which they feel work well within the setting to help children extend their learning and identify areas for additional input. This is built upon baseline knowledge when children commence and initial contributions from parents. Individual books are held for each child and contain observations with wide sources of evidence to support attainment of skills. For example, photographs of children involved in activities and art work which illustrate an area of learning. The key worker system is effective and offers children a real sense of belonging from secure relationships. All staff contribute to observations, which are recorded as seen and this gives an abundance of information to effectively assess progress along the stepping stones. Staff work hard to create interesting areas for continuous play to fully attract and motivate children's play. Inventive ways to help children learn, such as bringing in visitors to the setting widen their experiences and learning methods.

Children are developing a strong understanding of letter, shape and colour. They recognise familiar letters in their name cards as they self-register and use the magnetic letters to write their own name. Children are surrounded by good examples which reinforces their learning from other means, such as stories, mark making, games and questioning. Children are learning about technology through use of a lap top, calculators and cash register. They develop simple number and calculation skills through everyday routines, for example putting out the correct number of plates at snack time. Children however, have limited opportunities to recognise and name numbers. They are making sense of the world around them, as well as their own communities, through activities and gain knowledge of other communities through the celebration of festivals. The setting is planning the celebration of a Japanese festival. Staff continuously extend children's learning by asking questions and develop children's thinking. Children show active interest in books and stories and are confident communicators with their peers and adults. They thoroughly enjoy vigorous play both indoors and outside. Children are developing their small muscle development using items, such as threading beads, paint brushes, crayons and glue sticks as well as competently managing to put on their coats, fastening zips and buttons, and putting on their shoes.

Helping children make a positive contribution

The provision is good.

Children are made to feel very welcome and valued within the setting as they are treated with equal concern and attention by staff. They are learning about other cultures and issues of diversity through their planned play experiences and resources. Staff are good role models who have high expectations of children's behaviour, such as being kind to each other, and they treat children with regard. Children clearly have an awareness of the boundaries set and behavioural expectations within the setting, they consider the consequences of their actions with the help of staff. Children develop and learn within a positive and nurturing environment where praise and encouragement is freely given. They enjoy undertaking responsibility for different tasks, for example, pouring drinks for others and use good manners with each other. Children's social, moral, cultural and spiritual development is fostered.

The partnership with parents and carers is good. From the onset they are provided with adequate information about the setting and routines. Parents are given suitable information on the Foundation Stage, however they would benefit from being given information regarding the Foundation Stage. Parents are invited to help at the setting on a rota basis and this enables them to build a true picture of the care provided. Significant and reliable links are forged with the key worker and parent, as a result of detailed information gathered including likes and dislikes, so that individual needs are well known and met by the member of staff. All policies and procedures are shared with parents as well as individual copies of information displayed on the notice board. These positive ways of working with parents encourage beneficial two-way communication so that children spend their time in the setting happily and progress well.

Organisation

The organisation is good.

The organisation of the setting, space and resources is done very well. This means that staff are able to meet the individual needs of children who are eager to enter the setting and feel comfortable and happy. There is a settled and consistent staff team in place who work well together and fully understand their roles and responsibilities. Recruitment and selection procedures, including job descriptions, are robust with a clear understanding of the requirements for clearing staff. Training needs are identified and catered for in different ways, by either booking on external courses and workshops, or implementing internally using good quality resources. This particularly strong commitment supports and ensures that staff's skills are continually developing, consequently this benefits children in all aspects of their care, education and safety. For example, all staff have received training in safeguarding children and first aid. There is a clear understanding of maintaining correct ratios of staff to children and contingency plans are in place to cover for absences.

Leadership and management within the setting is good. The supervisor is well qualified and experienced in early years and in addition to the supervisor the setting is supported by a committed chair. There is a comprehensive operational plan with full aims stated and how these are to be achieved. Regular staff meetings are held and opportunities are taken to reinforce and develop good practice. The supervisors clear vision of the continuing quality of childcare and nursery education steers the work of the whole team within the setting. Children fully

benefit from her enthusiasm and exceptionally high values which inspire the work of staff, alongside her own involvement in planning and teaching. There is a very healthy attitude to acknowledging that there are always areas for continuing improvements. Parents' views are actively sought with regard to how well their children are doing and what improvements in learning have taken place, and this assists in forward planning for individual children. Documentation is maintained to a good standard. It is well organised, in good detail and all is up-to-date, except the complaints policy. There is a professional and dedicated approach to 'getting things right' and reflects the forward thinking of the supervisor to ensure that the provision for children is high quality.

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 the setting was asked to ensure they had a system in place for recording incidents requiring physical restraint. Since the last inspection the staff have obtained a incident book to ensure the children and staff are fully protected and that parents are fully informed of any incidents within the setting.

The setting was asked to ensure parents are fully informed of child protection procedures, to ensure the staff have devised a comprehensive child protection policy. This policy has been added to the booklet given to parents prior to their child starting at the setting.

At the last inspection they were also asked to provide drinking water at all times. Children have access to drinks at all times as drinks are available during the café style snack time and children can ask for drinks at other times. This ensures children remain healthy and their needs met.

At the last Nursery Education inspection the setting was asked to increase opportunities for children to access the groups computer. The setting now has a new laptop with suitable software so the computer is now regularly included in the planning. Children that attend are now having opportunities to become confident with the keyboard and mouse which helps the development of their fine motor skills and hand and eye coordination.

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 record may contain complaints other than those made to Ofsted.

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 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):

- provide suitable hand washing facilities prior to snack time
- update policies in line with National Standards for complaints.

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):

- provide more opportunities for children to recognise and name numbers
- improve information given to parents regarding the Foundation Stage.

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