

Dacre Banks Pre-School Playgroup

Inspection report for early years provision

Unique reference number 400261
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Inspector Rachael Flesher

Setting address Dacre and Hartwith Village Hall, Dacre Banks, Harrogate,
North Yorkshire, HG3 4EN

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Dacre Banks Pre-school Playgroup opened approximately 40 years ago and became a committee run group in April 1999. It is located in the village hall in the rural village of Dacre Banks, near Harrogate. There is disabled access to the building through the main entrance to the front of the building. It has sole use of the provision when in operation. The group serves the local and surrounding areas. Partnership arrangements with other local early years settings and schools are in place.

The pre-school is registered on the Early Years Register for a maximum of 24 children aged between two and five years. There are currently 43 children on roll, which includes 22 children in receipt of nursery education funding. The pre-school currently supports children with speech and language difficulties, and there are no children on roll who speak English as an additional language. Sessions are from 09.30 to 12.00 from Monday to Friday during school term time only. The group closes for two additional weeks, one during Spring and one during Autumn.

There are five permanent members of staff working with the children, of which two are qualified and another is working towards a recognised early years qualification. There are also seven members of supply staff, of which five are appropriately qualified. A minimum of two qualified staff are present at each session. The group receive support from the Local Authority and is a member of the Pre School Learning Alliance.

Overall effectiveness of the early years provision

An inclusive, safe and welcoming service is provided which fully promotes children's welfare. Children are generally making good progress in their learning and development in relation to their starting points. Partnerships with parents, other local early years settings, schools and agencies are a key strength and contribute significantly to assuring continuity in children's learning, and their needs are fully supported and met. Regular monitoring and self-evaluation by leaders and staff ensure that any priorities for future development are identified and acted on, building on the good practice in place. Recommendations at the last inspection have been successfully addressed resulting in improved provision and outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop systems for planning for the next steps in children's individual learning
- continue to develop opportunities for all children to practise and extend their skills in problem solving, reasoning and numeracy

The leadership and management of the early years provision

The setting has a welcoming atmosphere with enthusiastic, approachable leaders and staff who work well together as a team promoting children's welfare and learning. Records, policies and procedures required for the safe and efficient management of the setting are in place, shared and understood by all. These are frequently reviewed and ensure all children are safeguarded, included and their needs met. Robust systems are in place for recruiting and checking the suitability of new staff and an appropriate induction process is in place. All staff receive regular feedback through appraisals, where development and training needs are identified, resulting in a team commitment to professional development.

Leaders and staff recognise the value of continuous quality improvement and how it impacts on children's achievements. They evaluate and monitor their practice to identify areas for improvement and are receptive to outside support. Recommendations set at the last inspection have been successfully addressed, with support from their local authority and grants to improve the learning environment. A development plan is in place identifying targets for the future.

Partnerships with parents and others is a key strength. Parents are actively encouraged to contribute their ideas and opinions on the setting through questionnaires and their views are used to inform plans for improvement. Detailed information is gathered from parents and used to identify starting points in children's learning and to plan for each child's particular needs. Parents are offered support for extending learning in the home and are involved in their children's learning. They are invited to stay and play sessions and encouraged to contribute to their child's learning records, which are shared with parents on a daily basis, and during designated coffee mornings with their child's key person.

For children who attend more than one setting, effective communications are in place between settings to ensure continuity in children's learning and their needs met. Children and parents are fully supported during times of transition. Staff arrange and accompany children on visits to their new school and their teachers are invited into the setting to meet and observe the children. Support from outside agencies is sourced and accessed when more specialist expertise is needed, for example, speech and language therapy.

The quality and standards of the early years provision

Children are happy, settled and well behaved as each child's individual needs are provided for by their key person. They participate eagerly and with enjoyment in a well resourced indoor learning environment. All areas of learning are delivered through planned, purposeful play, with a balance of child-initiated and adult-led activities. Children are confident to select their own resources to extend their play and motivate their learning. They select paper and envelopes, compile their own letters and post them through the café letter box. However, opportunities for all children to practice and extend their skills in problem solving, reasoning and numeracy are limited. Physical development is promoted through a range of indoor

equipment and activities. For example, children and staff play with a mound of autumn leaves, kicking and throwing them into the air, exploring their colours and textures and enjoy moving and dancing creatively to classical music.

Observations and samples of children's work are recorded by the key person in their learning profiles, along with contributions from parents, detailing the progress children are making towards the early learning goals in relation to their starting points. Staff are beginning to use this information to plan for the next steps in children's learning, building on their individual interests and stages of development. However these systems are not yet fully developed.

A range of stimulating opportunities to extend children's learning and development through investigating and exploring their outdoor learning environment are provided. An autumn walk enables children to experience the changes with the seasons as they closely observe and discuss their surroundings, take their own photographs on a digital camera and collect objects of interest. Children enjoy playing with sticks in a puddle and making swirling patterns. Observant staff build on this interest, turning the indoor water play into a puddle equipped with sticks, leaves and stones collected on the walk. Staff use this activity to support and extend children's pre-writing skills as they form letters in the water with their sticks.

The provision reflects the children in their care and local events important to a child. Children are provided with a range of small world farm resources, such as tractors and soil following their interests stemmed from attending the local agricultural show. Children are also developing an understanding of their local community and wider world as they celebrate other cultures such as Thanksgiving with American families who attend the setting.

Practitioners support children to adopt good health and hygiene practices. A broad range of healthy choices are offered at snack time and children are extending their knowledge and understanding of the world as they learn about where food comes. During circle time they discuss how potatoes grow from seeds and investigate their appearance when they come out of the ground. Children help prepare their snack of mashed potato, washing the potatoes and cutting them into pieces, developing their independence and extending their learning. They learn about danger and keeping themselves safe as they cut the potatoes safely and discuss poisonous plants and road safety while out on a walk.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.