



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 400322

DfES Number: 582384

INSPECTION DETAILS

Inspection Date 30/06/2004
Inspector Name Diane Lynn Turner

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Ouseburn Playgroup
Setting Address Village Hall
Little Ouseburn
North Yorkshire
YO26 9TD

REGISTERED PROVIDER DETAILS

Name The Committee of Ouseburn Playgroup

ORGANISATION DETAILS

Name Ouseburn Playgroup
Address Village Hall
Little Ouseburn
North Yorkshire
YO26 9TD

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

Ouseburn Playgroup is an established group that 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 is a member of the Pre School Learning Alliance (PLA). 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 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 40 children on roll including 21 three-year-olds and four four-year-olds in receipt of nursery education funding. Children with Special Educational Needs (SEN) and those with English as an additional language are welcome to attend. The group is currently supporting two children with specific needs and recognises the second language of two children who are bilingual.

There are eight members of staff working directly with the children. Four have a relevant level three qualification and one has a level two. In addition there are two relief members of staff. They receive support from the development workers at the Early Years Development and Childcare Partnership (EYDCP) and the PLA.

How good is the Day Care?

Ouseburn Playgroup provides good quality care for children. The provision is well organised with high staffing levels. All staff have a clear understanding of their role and work effectively together as a team. They are committed to updating their knowledge and developing their practice through training and are keen to try out new ideas. A very warm and welcoming environment is provided and the children are offered an excellent range of good quality, well maintained toys and play equipment. These are used effectively by staff to support children's play and learning in all areas.

Staff have a high level of awareness of all risks to children's health and safety. There are effective procedures to identify and minimise hazards, ensure good hygiene practices in all areas and protect children from possible abuse. Children are provided with snacks that are varied and nutritious and take into account their dietary needs and preferences.

The children's individual needs are known, understood and met by staff who have a commitment to ensuring that all children have equal opportunities and access to activities. An excellent range of interesting and well planned practical activities are provided. Staff support children extremely well, extending their development and learning in all areas. There are clear boundaries for behaviour and these are maintained in age appropriate ways in a caring and consistent manner.

Parents are made very welcome. Information they receive is clear, of good quality and well presented. There are effective systems in place to share information and they are kept well informed about their child's progress. All documentation is in place and used consistently. It is well organised and stored securely, but very occasionally lacks detail.

What has improved since the last inspection?

At the last inspection the playgroup agreed to ensure there is a system to record incidents, inform parents of the group's responsibilities regarding child protection concerns and make drinking water available at all times.

Documentation is now in place to record incidents, parents are made aware of the group's responsibilities regarding child protection concerns via the prospectus and a jug of water and cups are available at all sessions to provide drinks.

What is being done well?

- Staff make best use of their time, the available space and resources to create a stimulating, orderly and supportive environment for the children. Displays in particular are well presented and show that the children's work is valued.
- Children are offered a broad range of well planned practical activities that cover all areas of learning. Staff inspire enthusiasm and present the activities in an interesting and thoughtful way. Children are well supported by the high levels of staff and are given time and good opportunities to explore, investigate and refine their ideas.
- There is an excellent range of good quality toys and resources in all areas that are used well to support children's play and learning. Children have good opportunities to independently select and access their own resources particularly in the construction and maths areas.
- Staff have high expectations of children's behaviour. They encourage children's independence and expect them to be capable. They demonstrate a consistent approach and routinely use praise and encouragement. As a result the children work well together, are able to share, take turns, demonstrate good manners and have high self esteem.

- The café style system used to provide snack is well thought out and makes the most of the learning opportunities presented. The children decide when to have their snack which causes no disruption to their play and concentration and provides for a pleasant social occasion.

What needs to be improved?

- the documentation in relation to the recording of visitors to the group.

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
14	Improve the recording of visitors to the group to include the times of arrival and departure and reason for the visit.

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

How effective is the nursery education?

Ouseburn Playgroup provides a happy and welcoming environment where children make very good progress towards the Early Learning Goals.

Teaching is very good. Staff demonstrate a secure knowledge and understanding of the foundation stage curriculum and how children learn. The accommodation is well organised and an extensive range of well planned and interesting practical activities is offered both indoors and outside. Staff know the children very well. They set challenges for both the three and four year olds and use effective questioning during activities to develop children's understanding and encourage their thinking. Planning is clear, covers all areas and identifies children's individual learning needs. Staff make careful assessments of children's responses to activities and use them to plan for their future learning. Behaviour is managed very well. Children are given excellent opportunities to make decisions and develop their independence and staff make very good use of positive encouragement.

The leadership and management of the group is very good. The managers are committed to ensuring children's safety and well being and improving practices. Staff are valued and work well together as a team. They are very clear about their roles and responsibilities and are committed to developing their knowledge and improving their practice through training. They are supported in all areas by the parent committee.

The partnership with parents and carers is very good. Parents and staff have a friendly relationship and the information they receive is of good quality and varied. This is evident through both the nursery prospectus, newsletters and one to one contact with staff. Parents are effectively encouraged to be involved in their child's learning and to take an active part in the sessions through the parent rota system. Parents speak very highly of the activities and experiences that are provided and are confident that their children are making good progress.

What is being done well?

- Staff give high priority to fostering children's personal social and emotional development. As a result the children are very confident and receptive learners who demonstrate high levels of independence.
- There is an excellent range of resources that are used well by staff to support children's learning in all areas. Children are able to make choices and select resources independently to complete their ideas, for example in the construction and maths areas where they are able to complete jigsaws, number games and build models.
- Children have very good opportunities to use mark making. They confidently

write their names, draw very detailed pictures and use these skills to support their play in other areas such as role play.

- Staff make very good use of the group's daily show and tell time. Children are encouraged to bring objects from home to share with the group and this provides good opportunities to develop their language and listening skills and value what others have to say.
- Children's behaviour is very good. Staff have high expectations of all children and provide very good opportunities for them to take responsibility and make choices. They confidently use the café system to decide when to have their snack, following the codes for this activity well.
- Parents are able to discuss all aspects of their child's development and are actively encouraged by staff to be involved in their child's learning, for example through the parent rota system and the very good range of library books they can borrow to help their children learn at home.

What needs to be improved?

- the accessibility of the group's computer.

What has improved since the last inspection?

not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very keen and motivated to learn. They enthusiastically try out new ideas and experiences and show good levels of concentration in both large and small groups. They confidently choose between activities, select resources for themselves and take care of their personal needs such as washing their hands and accessing their snack. Their behaviour is very good. They are learning to negotiate, be polite and considerate to others and to share and take turns during activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children demonstrate good speaking and listening skills. They initiate conversation, enjoy listening to stories and know that print carries meaning. They have access to a very good range of books which they use independently and handle carefully. They confidently recognise their first names when they self register and at snack time. They are beginning to write these correctly with well-formed letters and confidently use writing for different purposes in activities such as role play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Both three and the four-year-olds demonstrate that they can count reliably to 10 and most can recognise, identify the differences between, and correctly name a number of shapes. They demonstrate an understanding of positional language, can sort and match objects correctly and are beginning to make comparisons and use simple calculation in their play. They are learning to use mathematics to help solve simple problems such as cutting straws to the desired length when making pictures of vehicles.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have good opportunities to explore and investigate a variety of materials and build constructively with a range of resources. They show an interest in the local environment and use this knowledge effectively when making a map to show where they live. They have opportunities to learn about the wider world and different professions such as that of the local police officer. Their use of information technology is developing well and they are able to use a range of equipment confidently.

PHYSICAL DEVELOPMENT

Judgement: Very Good

All children move confidently around the premises demonstrating good body control and co-ordination. They demonstrate an awareness of each other's personal space during group activities, can move in a variety of ways and are proficient in the use of wheeled toys. Their fine motor skills are developing well. They are taught to handle and control small objects such as replacing tops on felt tip pens after use and use equipment such as scissors, pencils and paint brushes with very good control.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children have excellent opportunities to explore colour, media and materials through the good range of practical activities that are provided. They draw freely and have used paint and collage materials in different ways to make pictures of their Grandparents. They use their imagination to express and communicate their feelings through role play using resources effectively to recreate both real and imagined experiences, for example recreating fairy stories and everyday events in their lives.

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 significant weaknesses to report, but consideration should be given to improving the following:
- increase the opportunities for the children to access and use the group's computer to further develop their knowledge and understanding in this area.

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.