



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 400261

DfES Number: 524263

### INSPECTION DETAILS

Inspection Date 06/10/2004  
Inspector Name Elizabeth Blenkhorn

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Dacre Banks Pre-School Playgroup  
Setting Address Dacre and Hartwith Village Hall  
Dacre Banks  
Harrogate  
North Yorkshire  
HG3 4EN

### REGISTERED PROVIDER DETAILS

Name The Committee of Dacre Banks Pre School Playgroup 1070061

### ORGANISATION DETAILS

Name Dacre Banks Pre School Playgroup  
Address Dacre and Hartwith Village Hall  
Dacre Banks  
Harrogate  
North Yorkshire  
HG3 4EN

## 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

Dacre Banks Pre-school Play group opened approximately 35 years ago and became a committee run group in 1998. It is located in the village hall in the rural village of Dacre, near Harrogate. It has sole use of the premises when in operation. The group serves the local and surrounding areas.

The group are registered to care for 24 children. There are currently 21 children on roll aged from two to four years. There are 14 funded three year olds and no funded four year olds currently attending. Children attend for a variety of sessions. There are currently four children attending with special needs and no children attend who speak English as an additional language.

The group opens, term times only, four mornings a week for two terms and five mornings for one term from 09:30 to 12:00. It closes for two additional weeks, one in April and one in November.

There is one full time and eight part time staff working with the children. Three have relevant early years qualifications and one is working towards a recognised early years qualification.

The group receive support from the Local Authority.

### How good is the Day Care?

Dacre Banks Pre-school Play group provide good quality care for children. Staff work well as a team and are committed to developing and improving practice. The premises are warm and welcoming to children and adults. Space is used effectively to create areas for different activities. The range of toys and equipment are used to provide activities which promote the development of all children attending.

Documentation is in place to support the running of the setting, although some aspects do not contain full information and the complaints policy and child protection policy could be developed further. Staff and children's records are clear, up to date

and well-organised.

Children's safety and welfare are given high priority. Staff supervise children effectively while encouraging them to develop independence in managing their own physical needs through daily routines and activities, helping them to learn about good health and hygiene practices. Children enjoy a wide variety of snacks, shared in a social atmosphere. Staff know the children well and treat them as individuals, giving full consideration to their individual needs and special needs.

Children take part in well-planned, enjoyable and stimulating activities, using a wide variety of interesting resources. They are happy, confident and settled. They are familiar with the routine of the setting and have very good relationships with each other and staff who are supportive and encouraging. Staff have a positive approach to managing children's behaviour and children behave well.

Staff have very good relationships with parents. They make parents welcome and provide information which keeps them informed about children's welfare and progress. Parents appreciate the safe, happy and stimulating environment for their children.

#### **What has improved since the last inspection?**

not applicable

#### **What is being done well?**

- Staff commitment to developing their practice. They are enthusiastic and work well as a team.
- Staff form good relationships with the children, they know the children well as individuals supporting them to be confident, happy and settled.
- The range of activities and learning experiences are very good. Children take part in play which promotes their development. They are eager to participate and become purposefully involved in what is available, staff plan activities effectively taking account of children's individual needs.
- Staff have very good relationships with parents. They make parents welcome and share information about their child's welfare and development.

#### **What needs to be improved?**

- the policies for complaints and child protection.

#### **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  |
|-----|---|
| 12  | develop the complaints procedure to contain Ofsted contact details  |
| 13  | develop the child protection policy to include the procedure to be followed in the event of an allegation being made against a member of staff. |

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

### How effective is the nursery education?

Dacre Banks Pre-school Playgroup provides good education in a happy and caring environment where children settle well and make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff develop a good rapport with the children, give sensitive support to those with special needs and generally set clear expectations for behaviour. As a result behaviour is good overall. Most staff have a secure knowledge of the foundation stage and plan a variety of interesting activities. Some are adult led, some child initiated. Indoor areas are organised to ensure children have easy access to resources which helps them develop independence. Staff have worked hard to develop planning systems to cover all aspects of learning. Staff have recently introduced records which monitor individual progress in relation to the early learning goals. They are beginning to make observations but as yet assessments do not effectively inform future plans.

The setting is generally well led and managed. The person-in-charge has a clear vision for the setting and is committed to developing professional development through on-going training for all staff. Staff work hard to meet the demands of the setting. However, there is as yet no rigorous system in place to monitor and evaluate the quality of teaching.

Partnership with parents is generally good. Staff have developed very good relationships with parents and keep them informed about learning and progress through regular dialogue, newsletters and the information board. However, parents are not yet sufficiently informed about individual progress towards the early learning goals though staff have plans to address this.

### What is being done well?

- Staff work well as team and provide an interesting range of activities across most area of learning.
- Children are happy and settled. They have built trusting relationships with staff and each other.
- Children use their imagination confidently, especially in art and design. they express their own ideas and feelings.
- Staff have developed informal, friendly secure relationships with parents which impacts well on children's learning.

### What needs to be improved?

- the programme for mathematical development to include activities for

children to solve problem and develop calculating skills

- the physical programme so that children have opportunities to build on existing skills and develop new ones
- assessments so that they are systematic, evaluative and used to inform future plans so that intended learning is based upon what children already know
- information for parents on individual progress in relation to the early learning goals.

**What has improved since the last inspection?**

not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are settled and very happy within the group. They are forming sound relationships with staff, adults and peers. Most have a good awareness of daily routines. They are very interested, excited and motivated to learn and have a positive approach to new experiences. Most behave very well and demonstrate good self control. They respond well to staff's expectations and are developing independence, for example, in their personal care.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are gaining good language and communication skills. More able children speak confidently, whilst others may use gestures to communicate. Most children listen very well to stories and respond well to adult instructions and requests. They learn about initial letter sounds and most recognise their own name. However, children do not receive sufficient opportunities to mark make for different purposes in a variety of ways.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Some children show confidence as they count and recognise numerals to five. Children recognise and name some shapes as they match symbols. However, children do not receive sufficient challenge in adult-led activities or play situations nor are they sufficiently encouraged to practice calculation skills and solve simple problems in meaningful ways.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children develop awareness of the world around them through a range of interesting activities and visitors to the setting. They use simple tools competently and for a purpose. They talk about past and present events in their own lives. They show confidence in using simple I.T. equipment, however, there are limited opportunities for children to investigate and see how things work.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have regular physical opportunities but present routines do not ensure that all children engage sufficiently in order to make adequate progress in gross motor skills. All children move around confidently, showing good spatial awareness. All are gaining good hand/eye co-ordination. Many select and use small tools and equipment well. All manage their own needs and healthy practices independently.

**CREATIVE DEVELOPMENT**

|            |                |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children enjoy good creative activities that promote colour, texture and sensory awareness. They show interest in what they see, hear, smell, taste and touch. They enjoy songs and action rhymes. however, children do not explore music. rhythm and dance regularly.

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

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES**

- extend children's learning in mathematical development, to encourage children to participate in more problem solving and calculating activities in daily routines
- develop the physical programme so that it builds on existing skills and develops new ones
- ensure assessments are systematic, evaluative and used to inform future plans so that intended learning is based upon what children already know
- develop the information given to parents to ensure they are fully aware of the foundation stage curriculum.

*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.*