

Bishopthorpe Pre-School Playgroup

Inspection report for early years provision

Unique reference number

EY366227

Inspection date

19/05/2011

Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Bishopthorpe Pre-school Playgroup was registered in 1992. It is committee-run and operates from a single playroom in the cricket pavilion in the village of Bishopthorpe, near the city of York. Opening times are, Monday 9.15am to 2.45pm, Tuesday 9.15am to 11.45am, Wednesday 9.15am to 11.45am, Thursday 9.15am to 2.45pm and Friday 9.15am to 2.45pm, term time only. They also run a toddler group on Wednesday from 1pm to 2.30pm. There is an enclosed area for outdoor play. Children from the village and surrounding areas attend and the group supports children with disabilities and/or special educational needs. The entrance to the playgroup is via the children's playground.

A maximum number of 20 children may attend the pre-school at any one time. There are currently 49 children on roll, of whom 34 are in receipt of nursery education funding. The setting employs 10 staff, of these, four hold level 3 childcare qualifications and two are working towards level 3. One parent helper works at each session. This provision is registered by Ofsted on the Early Years Register. The pre-school is a member of the Pre-School Learning Alliance. Through the local authority, the setting have achieved level 1 of the quality assurance scheme, Steps to Quality and are working towards level 2, they have also completed an audit on welfare and safety.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Superb attention is given to meeting the individual learning and development needs of children. They take part in an extensive range of activities and make excellent progress in all areas of learning. Inclusive practice is promoted exceedingly well and children are very much valued and respected as individuals. There are predominantly robust systems in place to promote the welfare needs of children. Relationships with parents, carers, and links with external agencies, are second to none. The provider assesses the effectiveness of the setting very well indeed, and areas for improvement are accurately identified. An outstanding capacity to continuously drive improvement is demonstrated, in order to ensure that outcomes for children develop positively.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improving further the methods used to share information with parents regarding the playgroup's duty to report any child protection concerns.

The effectiveness of leadership and management of the early years provision

There are predominantly robust systems in place to promote the welfare needs of children. The staff team have undergone appropriate checks. The majority hold current first aid certificates and all have completed training in safeguarding children so that they know how to deal with any concerns which may arise. The safeguarding policy is currently shared with parents on the pre-school's website or in the large policy file and so may not be freely accessible to all of them. Comprehensive written risk assessments are implemented most effectively to ensure that children remain safe and all potential hazards are minimised. For example, the gates in the outdoor play areas are locked so that children may not leave unsupervised. A visitor's log is kept, all visitors wear an identity badge for the duration of their visit and all medication and accidents are meticulously recorded. Comprehensive policies and procedures are routinely reviewed, signed and updated when needed. Recent events prompted the review of the use of mobile phones and cameras by staff or parent helpers, these are now left in the kitchen during session times.

Extremely effective leadership and management in the pre-school results in a well-skilled and confident staff team which implements the requirements of the Early Years Foundation Stage exceptionally well. The exemplary organisation of space and resources meets all the children's individual needs and fully enables them to develop independence, make choices and ensures inclusion. For instance, the staff make notes of any resources which have captured individual children's interest and ensure these items are available to them the next time they come and space is set aside to store children's unfinished art work. The staff are deployed effectively both inside and outdoors to meet the needs of children. Children safely choose their toys and games which are all stored at their height, so they are very autonomous and supremely confident. All resources used by children are of high quality, challenging and appropriate to their ages and stages of development.

Self-evaluation demonstrates rigorous monitoring and searching analysis of what the setting does well and areas for development. Recommendations from the last inspection have been fully implemented to improve the health and welfare of children. Separate towels and a soap dispenser are provided, medication records are up to required standards, nettles have been removed outside, all policies are personal to the setting and labelling is now prevalent throughout. A myriad of further improvements have been made, these include, the creation of a woodland area with challenging adventure play opportunities and nature watch activities for the children. The introduction of laminated cards showing labelled pictures of toys so that children know all the resources available to them. The evaluation process involves the whole of the staff team, parents, children, committee members, local authority development workers and pre-school support workers, all working together to substantially enrich the children's environment.

Relationships with parents, carers and links with external agencies, are second to none. Innovative practice, such as giving parents their own copy of the planned curriculum and seeking advice from parents about their child's current interests at

home each term, enables activities to be tailored to the individual and promotes excellent partnership with parents. 'All about me' forms are completed by parents before children start and are used by staff to plan interesting and challenging activities in advance. Key workers for the children also complete an 'all about me' form for parents with information about themselves such as their favourite foods and any pets they may have. Parent questionnaires, which include space for children's comments, are used to develop the service offered. For example, a lunch club was started at parents request and a bike rack is provided because parents thought that too many people were using their cars to go to the playgroup. Parents are invited to share their skills and talents with children in the pre-school. One parent talked to the children about his job as a hairdresser and brought in the tools of his trade to show them. 'Wow' cards are used both in the pre-school and at home to celebrate individual children's achievements or progress at circle time.

Links with external agencies are successful in promoting very positive outcomes for children. The Manager attends partnership meetings with after school clubs, childminders, schools and nurseries where children attend. Teachers visit the pre-school and arrangements are made for pre-school children to visit the school. The pre-school children are invited to the Christmas production at school, to help with transition the key workers visit with the children. The close partnership with the local school ensures that children who need more time can be delayed entry if needed until their fifth birthday or make extra visits on the recommendations of playgroup staff and parents. The playgroup are involved in the village community and won the Easter bonnet competition and came second in the decorated wheely bin competition. These links all give children a firm sense of belonging in the community.

Inclusive practice is promoted exceedingly well and children are very much valued and respected as individuals. Following advice from a local authority pre-school support worker, excellent arrangements are made to adapt the pre-school environment so that every child can access activities. The re-organisation of the playroom now gives more free space between furniture and makes the whole room visible and signage is used throughout the setting, including a pictorial representation of the daily routine. Children with complex medical needs have one to one support and pre-school staff undertake further training to meet their needs. The customs, music and food of different cultures are celebrated with children so they learn to value their own way of life and those of others.

The quality and standards of the early years provision and outcomes for children

A rich, vibrant and varied environment, coupled with meticulous individual observations, assessments and plans, means that all children are eager to attend, show superb levels of curiosity and make significant gains in their learning. An excellent key person system is established and the wishes and views of children and their parents are given utmost priority at all times, particularly at times of transition. For example, when they start school the key person lends excellent support.

The staff motivate and inspire children with their enthusiasm and very effective questioning techniques. The individual interests of all children are consistently observed by staff and their ideas are acted upon by staff. For instance, because children are keen on animals, the manager occasionally brings in her dog or snake from home. Children communicate exceptionally well. They listen attentively at circle and story time because skilful staff completely engage them with their expressions and sense of fun. The children's memory skills are advanced as the adult asks them what happens next in the story. They confidently tell her and relate what is to come on the next page too. Children learn extremely well about counting and calculation in their daily routine. At circle time they count easily the number of children present, up to 19. The staff ask how many adults there are and are there more children or adults in the room today? Children can recognise familiar letters and they are all able to select their name cards for registration and at the self-service snack table. The staff teach children phonics and so children develop very good literacy skills.

Children's behaviour is exemplary. Relationships are very strong at all levels. Children readily approach adults and engage in small group activities with, or alongside their friends they like to be with. Children learn very well about considering the needs of others because staff organise fund raising activities inline with national events, such as comic relief. Their understanding of safety is enhanced through role play, books and practised on walks through the village. Children help to set the safety rules for the setting which are displayed on the wall, for instance, 'don't jump off the climbing frame without an adult being there'.

Children learn exceptionally well about technology and the world around them. They use computers, cameras and sound equipment and their own photographs are prominently displayed. There is a bird box at the far end of the wooded area and a board showing labelled pictures of birds and insects for children to compare and identify. Creativity is greatly valued. The walls of the playroom feature many examples of children's free art work, such as their still life paintings of daffodils and their interpretations of what each member of staff looks like.

Active, healthy lifestyles are promoted outstandingly. The children love to be active outdoors. They demonstrate high levels of skill in riding wheeled toys and with the help of ropes, climbing up steep-sided ramps to gain access to the slide. So they build strength, learn what their bodies can do and challenge themselves physically. Themed activities, such as 'healthy living fortnight' involves children and their families. Parents contribute their skills to teach children about fitness through dance sessions and a dental hygienist teaches children about the importance of oral hygiene. Parents also bring in fresh fruit for the children. Children learn about where food comes from as they grow their own tomatoes and strawberries. They help in food preparation and cut up bananas to make healthy smoothies for snack time.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met