

Cullingworth Pre-School

Inspection report for early years provision

Unique reference number 301942
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Inspector Rasmik Parmar

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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

Cullingworth Pre-School opened in 1971 and is run by a voluntary committee. The group operates from one large room within the village hall in Cullingworth, Bradford, West Yorkshire. It is situated within the heart of the community and serves the local and surrounding areas.

The Pre-School is open each weekday during term time only. Sessions are Monday to Friday from 9am to 11.30am and Monday, Wednesday and Friday from 12.30pm to 3pm. A lunch club is offered each day. Children attend a variety of sessions, including full day care. There is a secure enclosed outdoor play area.

The Pre-School is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend at any one time. There are currently 53 children aged two to five years on roll. The setting currently supports children with special educational needs and/or disabilities.

The Pre-School currently employs 10 members of staff. Three staff have a Foundation Degree in Early Years, including one who is working towards the Early Years Professional Status. One staff has a qualification at level 4, four staff have a qualification at level 3 and two staff have a qualification at level 2 in Early Years. This includes two staff who are working towards a qualification at level 3.

The Pre-School receives support from the local authority and the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children are supported extremely well by caring and professional staff, who constantly strive for better outcomes for children. All children are fully included at all times. They flourish in the stimulating environment and make excellent progress in their learning and development so that they reach their full potential. The highly motivated and ambitious management structure has a very clear vision and focus for the setting. They are excellent role models, who are respected by staff and parents and have successfully created an environment where everyone works together to make further improvements. Systems to evaluate the provision are exceptional and the setting has the ability to continue to improve standards and make progress based on what it has accomplished so far.

What steps need to be taken to improve provision further?

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

- develop further the outdoor area to provide children with opportunities to learn about sustainability.

The effectiveness of leadership and management of the early years provision

The setting has clear and robust policies and procedures regarding safeguarding, which are clearly understood by staff and parents. All staff have a secure understanding of safeguarding issues and work together with parents and relevant agencies to protect children. Clear vetting procedures ensure that all staff working with children are suitable to do so. Designated staff have completed a wide range of training and fully understand their responsibilities to safeguard children's welfare. Highly effective systems are in place to identify if children are at risk and staff are very vigilant in protecting children. High staff to children ratios are maintained to ensure children's continued safety.

Management are passionate and committed to improving opportunities for children and really making a difference to the lives of children and families in the local area where they are situated. They are highly inspirational and have created a caring staff team who are absolutely committed to improving outcomes for children. All staff are highly qualified and experienced, and involved in further training to enhance their knowledge in childcare, thus benefiting children as they contribute new and fresh ideas to the setting. Management and staff continually evaluate the provision and are constantly striving for improvement so that children receive the best possible outcomes. They all access good quality training regularly to enhance their knowledge in building their professional career. Regular exchanges of information through planning and team meetings ensure that staff are all well informed of changes and are given the opportunity to share their views and thoughts. Parents are given the opportunity to complete feedback questionnaires which is used to improve the service.

Links with other providers where children attend more than one setting are excellent as the setting communicates with childminders and nurseries to ensure there is coherence in children's learning. Highly effective partnerships are in place with local schools where children will be moving to. Staff ensure a smooth transition from nursery to school as they communicate with teachers for the benefit of children. Teachers visit the Pre-School to introduce themselves to children and find out background information about them. Staff have experience of working with specialist agencies and other professionals in order to provide highly effective inclusive care for children with special educational needs and/or disabilities. Individual Education Plans (IEPs) are in place and a support worker provides close attention to meet the specific, individual needs of these children. An inclusive and welcoming service is provided as adults support children and provide an enabling learning environment with equal opportunities to make excellent progress in their learning and development. Children are encouraged to develop a strong sense of community because all staff have a genuine caring approach and help children celebrate their differences and similarities to ensure they feel valued and have a sense of belonging.

Staff develop excellent relationships with parents to support them in meeting children's individual needs. Staff are very much involved in sustained and shared thinking with parents in supporting their children's learning towards the early learning goals. Parents are encouraged to be involved and support their children's learning and development by having consultations with staff three times a year. Children's learning is extended at home through parental interest and input about their child's learning. Parents form a very strong link with the Pre-School and help on a rota basis and are actively involved on the committee. Parents have extended their skills by teaching children yoga, delivering activities on sustainability and designing the new logo for the Pre-School and their website.

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

The setting is bright, welcoming, clean and safe. Space and resources are organised very well to support children's learning in all areas. Resources are of a good quality and suitable for the ages of children to support their learning and development. Children confidently and independently help themselves to resources they want to play with and tidy them away when they have finished. This helps to build their sense of belonging. Staff are deployed highly effectively to support children at their chosen activity. Equipment and resources promote equality and diversity, including opportunities for children to learn about other people's cultures and lifestyles in order to understand and celebrate the similarities and differences between them in a diverse society. Children are very well cared for in a fully inclusive setting where no child is disadvantaged.

The meticulous organisation of the educational programme means that children make significant progress in their learning and have excellent levels of achievement in relation to their starting points and capabilities. Staff successfully implement the Early Years Foundation Stage framework and meet both the welfare and learning requirements for every child, planning interesting and challenging activities and experiences to accommodate differing abilities. Children's progress is monitored and assessed through regular observations. These are recorded to reflect their achievements and progress within the six areas of learning, illustrated by photographs. This information is used to prioritise and plan children's next steps of learning to ensure experiences are purposeful. Children flourish as a result of the skilful and competent ability of staff to promote their learning and development, through play which is both child and adult-led, but predominantly child-led. Children enjoy a vast range of activities that are based on their individual interests, preferences and abilities.

Children are extremely well behaved, friendly and very sociable. These very positive attributes, together with the range of practical skills they are developing, including good table etiquette, personal hygiene and helping to tidy up, help to prepare them for the future. Children are resourceful, think critically and they are exceptionally well supported to make choices and to solve problems. They are becoming increasingly able to use language and communication to convey their own thoughts, feelings and needs. They have a sound awareness of colour, shape

and size. As a result they are becoming very independent in their learning. Children are taught how to keep themselves safe as they understand the boundaries that exist and listen well to the advice and guidance they receive from the caring and considerate staff. They are welcomed by staff who have their best interests at heart. They feel reassured as they follow well-established routines. They learn about road safety and to be cautious around strangers.

Excellent consideration is given to ensuring that children understand the importance of adopting a healthy lifestyle. Parents are given information about and encouraged to promote healthy eating as they provide packed lunch. Children are provided with healthy snacks of fruit and they have independent access to fresh drinking water. Staff very sensitively organise younger children to sit together for a more social occasion for snack time where they feel supported and allow older children to participate in a café style snack to promote their independence. Outdoor play is a major part of the day and children are encouraged to cherish the outdoors and their environment. Children have continuous access to the outdoors and staff closely supervise them, ensuring that activities and resources are freely available to them. Children participate in activities that fully promote their development in the outdoor environment. They develop their physical skills, explore nature and take delight in the miracle of lifecycles of mini-beasts, plant herbs, observe the growth of strawberries, beans, sunflowers and potatoes. Furthermore, staff are pro-active in recognising that the outdoor area could be further developed to provide children with opportunities to learn about sustainability. Children are encouraged to use music and movement as a fun way of keeping healthy, listening to music from around the world and using different musical instruments.

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

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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