

Clifton Moor Pre-School

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Clifton Moor Pre-School is newly registered and based on the Lakeside Primary School site near York. It is run and managed by a voluntary management committee. The pre-school has previously been running for 11 years in the local community centre. The pre-school have their own designated building in the grounds of the school and also access to two reception classrooms within the school. There is an outdoor play area for the sole use of the pre-school and also a shared outdoor play area with the reception class. The pre-school is registered on the Early Years Register to care for a maximum of 20 children aged from two to five years within the separate designated building. At present there are 48 children on roll all in the early years age range and, of these 46 receive education funding. Opening times will be Monday to Friday from 8.45am until 11.45am and 12noon until 3.15pm during term time only. There are currently seven staff employed to work directly with the children including the manager. The manager holds the Early Years Foundation Stage degree and all other staff hold a level 3 qualification in childcare. They have support from the Pre School Alliance and local development workers.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy, settled and very confident in the setting, as staff develop warm and caring relationships with them, therefore, they make excellent progress. All children have very easy access to a well arranged playroom and are able to make choices from a vast range of interesting and stimulating activities, which meet their learning needs. Extremely strong partnerships with parents and other settings that provide the Early Years Foundation Stage ensure that all children's needs are thoroughly met. The manager of the setting consistently works to improve the provision through further training, which enhances the staffs' childcare practice and aids promoting good outcomes for children. The pre-school has completed an in depth self-evaluation form to ensure that future improvements are prioritised and driven forward effectively.

What steps need to be taken to improve provision further?

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

- developing further the outdoor learning environment to consistently promote all areas of learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through very comprehensive policies and procedures, effective recruitment, employment and ongoing appraisal systems. The manager is the designated safeguarding officer and attends safeguarding training on a regular basis to ensure knowledge and procedures are up-to-date protecting children from harm. Safety and security is given high priority throughout all areas of the setting. For example, risk assessments are completed for all areas of the pre-school, both indoors and outdoors and on specific areas of the school that are also used to identify potential hazards. All risk assessments are reviewed regularly and signed and dated according to regulations.

Staff make very good use of the available space in the building, providing attractive playrooms indoors and outdoors and excellent resources for the children. Good ratios of adults to children are maintained overall so that children develop a sense of belonging and their individual needs are met effectively. Staff work towards an inclusive setting so that children feel valued and included, throughout the setting. Children's awareness of diversity is increased through special celebrations, including a variety of religious and cultural festivals. Children with English as an additional language are well supported, through the clear display of multi lingual posters and an effective use of sign language. The setting has excellent partnership with parents. The manager ensures that settling in periods meet with parental needs. Parents receive information through regular newsletters and very informative notice boards, where all key persons photographs are displayed. Staff make all parents feel very welcome in the pre-school and provide daily feedback, in addition to regular consultations, so that parents are continually involved in their children's learning and development. Parents are given access to their children's learning journals and are encouraged to contribute to them and complete 'I am proud of my child because...sheets' to ensure that children's progress is continually monitored. The pre-school has very strong links with the school on-site and also others in the local community that children will attend. For example, local schools are invited into the provision and children's learning journals are shared and reception teachers are invited to come and meet the children. The pre-school also ensures that children regularly go to the on site school to attend sports day, Nativity and other festivals.

All of the staff team regularly reflect on the service they provide and also gain feedback from parents and children to evaluate the quality of the pre-school. They effectively identify areas for future development. Children benefit from a consistent staff team who have very clear roles and responsibilities and work together extremely well. They are very enthusiastic and knowledgeable about the Early Years Foundation Stage.

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

The children feel very secure, confident and safe within the setting. Each child has a key worker who is responsible for ensuring the children's welfare needs are met, that their progress is noted and recorded and that a next step for the children's learning is identified and built upon. The close relationship the children have with their key workers means that they are making good progress in their learning and development. Staff complete detailed individual learning journals. These contain lots of observations which are clearly linked to the areas of learning and next steps are recorded. All learning journals are fully supported with a wide variety of photographic evidence. Planning is completed and takes on board children's individual needs and their interests and is flexible to ensure that it covers all areas of learning and is displayed for parents.

Children have a vast selection of toys and activities, all very clearly labelled and easily accessible. Children freely access the computer. They share their knowledge with their friends and show them how to play the games having very good mouse control and understanding of how it works. They enjoy taking part in the wide choice of creative activities available. They proudly use the stencils and recognise the nice bright colours, the different shapes on them of smiley faces and sea life creatures. Staffs interaction with the children is excellent they give clear explanations at registration time as children confidently name the day and date and also use Makaton with developing skill. All children enjoy the free access to an excellently resourced outdoor area, although, the outdoor learning environment does not consistently promote all areas of learning. They use their imagination as they pretend that the climbing frame is a car and children sit tight with their 'babies' as others do the driving. Other children build in the large well resourced sand tray and with support from staff make a chocolate cake in the sand, explaining that it is round and big. Children play happily in the water tray independently putting on their aprons and then proceed to wash the toys and explain to staff how clean the cars are now and shiny. They develop their balancing skills as they sit on the hopper balls and jump around, being careful not to bump into others. Children very excitedly line up, ready to go onto the school field to practice for sports day. There they balance the eggs on the spoons and eagerly walk to the finishing line. All of the children are keen to take part in the running races and get lots of encouragement and praise from staff and the school children watching.

Children enjoy a wide range of healthy and nutritious snacks that are prepared on the premises. They have free access to drinks, which are available throughout the sessions. At snack times children are given lots of opportunities to give their friends place mats and also to prepare the snacks when appropriate and pass them round the table. Excellent health and hygiene practices protect children very well. For example, the entire pre school is very clean and hygienic. There are very clear procedures to prevent cross-infection that staff follow rigorously. Children's independence and self-help skills are actively encouraged as they wash their hands competently after toileting and before snacks, use disposable towels and posters are displayed to remind children of why they wash their hands and flush the toilet.

Children learn to feel safe through regular fire drills and are taught the importance of moving around the setting safely, both indoors and outdoors. The pre-school encourages outside agencies to come into the provision to teach children about safety. For example, police services and also through a wide range of resources, such as toy traffic lights.

Children behave well and staff actively supports them in their learning to share, take turns and show consideration for each other. Staff are very good role models and encourage children to be polite and sociable to their friends, staff and visitors. They respond well to praise and encouragement, which helps develop their confidence and self-esteem in a warm and very welcoming environment.

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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