

Yaddlethorpe Pre-School

Inspection report for early years provision

Unique reference number EY248676
Inspection date 11/07/2011
Inspector Kathryn Clayton

Setting address Bottesford, Village Hall, Bramley Crescent, Scunthorpe,
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Yaddlethorpe Pre-school is managed by a voluntary management committee of parents and carers. It opened in 2002 and operates from one room in the community hall in the village of Bottesford in Scunthorpe. The group is open each weekday term-time only from 9am to 3.30pm and Friday from 9am to 1pm. The setting is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the group at any one time. All children share access to a secure enclosed outdoor play area.

There are currently 63 children on roll aged from two to under five years. The setting care for children who receive funding for early education. The group currently supports children with special educational needs. The setting employs nine members of staff, eight of whom hold appropriate early years qualifications. The setting has achieved the Steps to Quality assurance scheme to Level One and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Yaddlethorpe Pre-school provides a friendly environment where children are warmly welcomed. Most aspects of the learning provision are well-organised and help children make good progress. For the most part safeguarding procedures are effective. Staff continually reflect upon their practice and many improvements have been made since the last inspection. The setting work well in partnership with parents; they help children to prepare for going to school and make links to other providers to share information. All these measures effectively promote children's learning and well-being.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the record of risk assessment includes who carried it out and a review date (Documentation)(also applies to both parts of the childcare register) 25/07/2011

To further improve the early years provision the registered person should:

- improve the opportunities for children to recognise and use numbers in the environment

The effectiveness of leadership and management of the early years provision

There are a wide range of good quality policies and procedures that support the setting, including robust appointment procedures and all staff have criminal record bureau checks in place. Staff are trained in how to safeguard children's welfare and are alert to any signs that may cause them to be concerned. They understand the procedures to follow should they have any such concerns. Security in the setting is good, with arrivals and departures being conducted safely. Daily safety checks of the areas used by children are undertaken before they arrive; however the record of this risk assessment does not contain the required information with regard to who has conducted the checks and when the risk assessment will be reviewed. This is a breach of the legal requirements.

This is a reflective staff group who make continual improvements and have addressed all of the recommendations raised at the last inspection. The views of parents are requested in annual questionnaires, but also informally and through the children's records. Children's ideas are also used to improve the provision. For example, when the books in the lending library were not being used by families, children chose a selection that they were particularly interested in and the use of this service has increased. One major development since the last inspection is the extension of the outdoor provision to include a shaded grassed area, which has greatly improved children's outdoor learning opportunities. The spacious indoor and outdoor areas are well used by children, who have plenty of choice and play opportunities. The resources are well-organised and easily accessed by children, who also choose from additional items that are displayed in a photograph book. Good staff deployment benefits children, for example, at circle time children go into smaller groups which means they can enjoy stories that are appropriate to them and listen and concentrate more carefully. The special educational needs co-ordinator attends regular training, local meetings and works well with the support of the authority to help children with special educational needs make good progress in relation to their starting points. Staff focus on activities such as 'All About Me' which helps young children start to learn about differences in a meaningful way.

Parents have access to a wealth of information, for example, all policies and procedures, a welcome book and a leaflet about the Early Years Foundation Stage. Resources are available that parents use to help children's learning at home, for example, they borrow 'chatter packs' which develop language skills and books for the family to share. Parents are asked to complete information about what their child can do at home, which is used by staff when planning for children's future learning. Parents know they can access children's achievement files at any time and have two meetings with their child's key worker during the year to discuss their achievements. The setting works well with the local authority and other agencies who support the work they do. They approach schools that children will attend and invite staff to visit the children in the pre-school. They link with other providers who also care for the children and share information every half term about children's well-being and achievements which benefits the outcome for children.

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

Children are confident in the pre-school; they settle well and choose from a good range of activities that promote their learning. Planning and assessment of children's progress is well-organised and often led by their own interests. Children mainly listen and respond well at carpet times, particularly when they are in smaller groups. Children see print in the environment, they use sponge letters for creative work, have opportunities to recognise their own names and have alphabet letters to refer to as they are starting to learn the letter sounds. There are fewer numbers in the environment, particularly outdoors for staff and children to refer to when teaching and learning. Children behave well and any minor issues are effectively resolved by staff, which helps children to share and work together. Children's work and family are valued which promotes their self-esteem and helps them to feel a sense of belonging. Any work they have completed at home is displayed in the entrance area and photographs of family members are used as a starting point for discussions.

Children learn about the benefits of having a healthy lifestyle. They are very active both indoors and outdoors. Equipment such as a climbing frame with slide, wheeled toys, trampette and seesaws are used with increasing skill. Music and movement sessions and running, hopping and skipping games further develop children's physical skills. Snack time is well managed with children knowing why they have to wash their hands, independently serving drinks and choosing healthy snacks, for example, wholemeal toast, cereal and fruit with milk or water. Discussions during visits from Fire Safety Officers and the Community Police Officer help children to learn about stranger danger and road safety. Staff use the interests of the children to further promote their understanding, for example, role play with fire engines also involves learning about safety issues. Children behave in safe ways on equipment such as the climbing frame and learn to be discreet when using the toilets. Children enjoy good opportunities to explore and investigate and staff support children's use of language particularly well. For example, during role play when children plan their 'holidays'. Children enjoy engaging with the natural environment through meaningful experiences. They explore compost with interest, dig in the ground to find mini beasts and see the changes made during the life cycle of a frog. Staff effectively encourage learning, through appropriate questioning as children explore their senses, sort and make patterns when playing with a collection of interesting objects. Many opportunities are available for children to express their ideas creatively, including painting and collage activities.

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

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|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report(Suitability and Safety of Premises and Equipment) 25/07/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report(Suitability and Safety of Premises and Equipment) 25/07/2011