

Yaddlethorpe Pre-School

Bottesford, Village Hall, Bramley Crescent, SCUNTHORPE, South Humberside, DN16 3SN

Inspection date	04/06/2014
Previous inspection date	11/07/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff know children well. They effectively support them in making good progress in their learning through their regular observations and termly monitoring of their progress. This enables them to quickly identify and plan for children's next steps.
- Children form secure emotional attachments with their key person because staff work closely with all families, gathering clear information about each child. This results in children feeling emotionally secure and confident in their surroundings.
- Children are well prepared for school as there are good links with feeder schools and teachers come in to meet the children. Children visit their new school, which helps them to cope with the move comfortably.
- Leadership and management is good. There is a strong team ethos and safeguarding procedures are effective. This supports the smooth running of the pre-school and ensures children's safety and well-being at all times.

It is not yet outstanding because

- There is scope to improve the routine of the day as occasionally group times take too long and are not always used as effective learning experiences for children.
- Staff sometimes miss spontaneous opportunities to support children's learning. This means their natural curiosity and exploratory impulse is not always fully explored.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the pre-school and outside.
- The inspector conducted a joint observation with the room supervisor.
- The inspector held discussions with the manager of the pre-school, children and the staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the pre-school's improvement plan.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Sharon Alleary

Full report

Information about the setting

Yaddlethorpe Pre-school was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the community hall in the village of Bottesford in Scunthorpe, and is managed by a voluntary committee. The pre-school serves the local area and is accessible to all children. It operates from one room and there is an enclosed area available for outdoor play. The pre-school employs 10 members of childcare staff, all of whom have an appropriate early years qualification. Of these, one holds a qualification at level 6, one at level 5, two at level 4 and six at level 3. The group is open each weekday term time only from 9am to 3.30pm and Friday from 9am to 12 noon. Children attend for a variety of sessions. There are currently 64 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance children's learning by recognising and using spontaneous play opportunities that are sparked by children's natural curiosity and imagination. For instance, follow children's interests to build on their learning experiences

- review and reflect on children's group times so that children are not sitting for too long and staff can use these more effectively as a valuable learning experience. For instance, so children are happy and enjoy what they are doing, such as, when they wait for lunch.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children at the pre-school are making good progress in their learning and development as staff know them extremely well. Staff gain a lot of information from parents when their children first begin at the pre-school and use this effectively to support them in formulating a baseline, starting-point assessment. Staff have a good understanding of how children learn and they plan exciting and motivating activities for them that focus on next steps and capture their interest. They understand that children learn well from first-hand experiences. Staff strive to provide as many of these as possible to further extend and enhance children's learning so they are well prepared for their future learning. Planning effectively supports individual children in their learning and development. Staff make regular observations of children's learning and accurately assess their level of achievement across all areas of development. This means that any gaps are identified promptly and

targeted effectively through good teaching and relevant activities. The progress check at age two highlights children's growing personalities and areas for their development. Children make independent choices about their play and seek out their friends to share experiences. For example, children freely chat to each other as they play with small world super heroes using animated language as they talk about what they are doing.

Children show curiosity as they engage in activities that are influenced by books. For instance, they plant seeds after reading a popular fairy tale. Staff talk through the process and ask children open-ended questions to encourage their thinking and creativity, such as, 'What do you think it will need to grow?' Despite the incessant rain, children become highly engaged outdoors in mixing water and sand. Staff do not discourage the children from enjoying themselves. This means they can continue with the activity unhindered and they persist in the activity, returning to it and making it muddier and muddier. There is generally a good balance of adult-guided and child-led play. However, there are occasions when children are sitting for too long. For example, singing time, followed by story time and then waiting for children to leave before they can eat lunch. As a result, staff do not always fully utilise these times to ensure that they are an enjoyable, learning experience. On occasions, staff miss spontaneous opportunities to enhance children's learning because they are not always, perceptive to instances where they can follow their natural imagination. As a result, children lose interest and move onto something else. For example, children and staff are working together to create a roadway. Staff explain to children, 'dinosaurs don't go on roads'. Consequently, children's natural instinct is somewhat suppressed and they quickly lost interest in the initial activity and move away. Children happily sit for extended lengths of time, on their own or with staff looking at books. They turn pages and point at pictures. This means they are beginning to understand that text carries meaning and appreciate reading as a pleasurable pastime. Children explore measures as they order each other by height against their hand-made beanstalk. Staff set the children challenges to guess who might be tallest and who might be shortest. Consequently, children are using their thinking skills to estimate.

Children have opportunities to learn about technology using a computer and printer to copy their paintings and drawings. Children use available resources to create props to support role play. For instance, children are keen for the inspector to try their play dough muffins that they have carefully crafted using a selection of tools. Preparing children for school is a strength for the pre-school. They go to great lengths to ensure children feel emotionally ready. Superb transition bags provide children with opportunities to familiarise themselves with their new school, such as photographs of their teacher, the uniform and pictures of areas of their new school. Children with special educational needs and/or disabilities receive timely, well-targeted support to promote their progress. All the staff recognise and appreciate individual children's special education needs and/or disabilities. This means that they are highly valued and treasured for their unique traits and characters. Staff understand the importance of working closely with parents. The next steps in children's learning are clearly identified, documented and shared with parents. They are encouraged to add their own comments, making it an effective communication tool. Parents are further helped through discussion with their key person, to support their children effectively at home. A lot of information regarding children's learning is shared with them through a variety of written and verbal means. As a result, partnerships with parents are good.

The contribution of the early years provision to the well-being of children

The ethos of the pre-school is about being a homely, family environment. This can be seen in practice as the room is buzzing with children who are engaged constantly. Staff have good relationships with children and several of them have worked at the pre-school for many years. Therefore, key-person arrangements are consistent for children and their families. This provides security and consistency and results in staff knowing the children and families well. Children are supported well in their transitions between home and pre-school. They are invited to attend a drop-in session in the term before they start. Children are introduced to their key person by means of a photograph, when they arrive at the drop-in session they are eager to locate the person in the photograph. As a result, they begin to forge a relationship right from the start. In addition, detailed information gained from parents enables the care to be tailored to support children's individual well-being from the outset. Children display a good sense of belonging and some are high in confidence and self-esteem. In addition, despite having to pack away everything at the end of each session, children's work is displayed creatively throughout the room, which successfully supports their sense of belonging.

All children are beginning to learn to cooperate and negotiate with their peers. This is because staff implement a consistent behaviour management system that takes into account children's level of understanding and maturity. This is particularly important for children with additional needs. Staff consistently act as good role models and use positive reinforcement. For instance, acts of kindness are rewarded by recognition on the 'Kindness Tree', display. Children are keen to count how many stickers they have on the tree. Staff encourage children to develop good hygiene practices in order to reduce the risk of infection. For example, staff teach children to wash and dry their hands after using the bathroom. In addition, staff clean the tables with anti-bacterial spray and wear gloves to change children's nappies and wet clothes. The pre-school makes good use of routines to promote independence, particularly at snack time. Children have a selection of items available, such as, cheese, cucumber and apple, they serve their own portion and pour their own drinks. These healthy snack choices support children with an understanding of health and self-care. Children have regular access to exercise and outdoor play which promotes a healthy lifestyle. During extreme wet days, children can still exercise their muscles as they climb and slide on the indoor large equipment. Children take challenging risks as they use their imagination and negotiate the climbing equipment in a variety of ways. Safety measures are reinforced by staff as they remind children how to transport scissors. Safety concerns are shared and discussed with children, for instance, staff explain about the dangers of running in the hall.

Careful consideration is made to the presentation of resources to ensure children make independent choices about what they wish to play with. Staff consider the interests of the children when choosing what to put out. For example, children have shown an interest in a popular film. Staff follow this interest by supplying them with the music and artistic resources to follow their imagination and creativity. Staff work together with families when problems occur. For instance, parents express their concern that children are running away from them when out walking. The pre-school arrange for a school crossing patrol

person to visit the pre-school and talk to the children. In addition, this supports children to have a positive relationship with community members. The pre-school has developed a very good relationship with local schools, which ensures that children feel secure and confident during the transition phase to school. Pre-school staff take children for visits to the local schools; this supports them in becoming used to the school environment and ensures children are emotionally well prepared for the move. Teachers are invited to visit the pre-school to meet the children. In addition, those children who are more anxious about their move to school are given extra support by the pre-school. This supports continuity of learning when children move on to a new phase in their learning and development.

The effectiveness of the leadership and management of the early years provision

The manager works closely with her room supervisor and staff team, the result is a harmonious working environment where adults complement each other and children thrive. Staff demonstrate a good knowledge and understanding of safeguarding children in their care, including their role and responsibility in protecting them from abuse and neglect. They know how to look out for signs and symptoms of abuse and can refer any concerns appropriately. The room supervisor monitors children's individual progress through regular cohort studies. These are used to analyse which areas of the curriculum are being offered and allows staff to make any changes necessary. The pre-school rarely employs new staff. However, when they do, the manager will adhere to good recruitment and vetting procedures, which includes evidence of suitability checks on staff. Staff receive regular supervision and appraisals from the manager. These are supported by observations of their practice by the room supervisor. This process ensures that staff have regular opportunities to discuss any areas for improvement. Delegated duties are applied to ensure the pre-school runs smoothly and efficiently.

The programme of professional development is good. For example, staff are encouraged and supported in working towards a recognised early years qualification beyond level 3 as a way to promote a highly qualified workforce. This contributes to promoting children's learning because staff improve their understanding of good quality practice and this supports promoting children's achievements over time. Detailed written policies and procedures are in place which reflect the ethos of care and are reviewed regularly to ensure they remain up-to-date with current legislation and practice. Staff ensure the environment is safe, secure and well maintained through daily safety checks. The manager is in the process of updating the written risk assessments to recognise potential risks within the pre-school and consequently identify steps to minimise them. As a result, children remain safe. The manager and staff team effectively use reflective practice to ensure that the pre-school is consistently striving to improve. As a result, targets are set for ongoing improvements. For example, the pre-school is currently exploring the possibility of producing a website and social networking page. This will result in further opportunities to develop the already good relationships with parents and families.

Parents' meetings were as a direct result of parents feeding back in questionnaires that they would like more opportunity to find out about what their child is learning. A good

range of information on display boards in the foyer ensures that parents are fully informed about the Early Years Foundation Stage and the organisation of the pre-school. Parents spoken to at the inspection speak highly of the pre-school and there is a strong partnership. There is a high number of families who choose the pre-school again and again for siblings. Parents of children who have complex needs comment, 'They went out of their way to put things in place'. Staff work closely with other professionals and external agencies to ensure children with special educational needs and/or disabilities receive well-targeted support and intervention to ensure they make good progress, given their starting points. The manager understands the importance of sharing information with other early years providers who may be involved with the care of children. This means that, children are supported by a consistent approach to teaching that develops their learning and contributes to the good progress they make.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY248676
Local authority	North Lincolnshire
Inspection number	872593
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	64
Name of provider	Yaddlethorpe Pre-School Committee
Date of previous inspection	11/07/2011
Telephone number	01724 852425

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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