

Far Bank Pre-School

Inspection report for early years provision

Unique reference number 311309
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Inspector Doreen Davenport

Setting address The Cabin, Shelley First School, School Terrace, Shelley,
Huddersfield, West Yorkshire, HD8 8HU

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Type of setting Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Far Bank Pre-School was registered in 1991. It is a voluntary organisation and is managed by a committee. The group meets in a portacabin in the grounds of Shelley First School, to which most children transfer. It serves the rural village of Shelley, which is on the outskirts of Huddersfield. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open term time only from 09.00 to 11.30 Monday to Friday and from 12.45 to 15.15 Monday to Thursday. The children have access to a secure outdoor play area. There are currently 50 children on roll between the ages of two-and-a-half and five years. Of these, 28 children receive funding for nursery education. The setting supports children with learning difficulties and/or disabilities, and those with English as an additional language. The pre-school has five staff, four of whom have appropriate early years qualifications. The setting receives support from the local authority and has inclusive facilities.

Overall effectiveness of the early years provision

Far Bank Pre-School provides a secure, welcoming environment, where all children are happy and well cared for. Children enjoy a varied range of activities, which effectively develops their knowledge and skills across all six areas of learning and enables them to make good progress, although assessment information is not always used to its full potential. The individual needs of each child, including those with additional needs and those at the early stages of learning English, are promoted well through the strong partnerships with parents, the local school and other agencies. Self evaluation, involving all staff, is effective in identifying strengths and areas for further development, although current recording makes it hard to measure success. The recommendations from the previous inspection have been successfully addressed and current practice shows good capacity to improve.

What steps need to be taken to improve provision further?

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

- make better use of assessment information when planning activities to ensure that they meet the children's individual needs
- ensure that self evaluations are recorded in a more detailed and systematic way in order to measure more accurately the success of actions taken and their impact on children's learning and development.

The leadership and management of the early years provision

Management and staff work well together as a team and have created a well organised setting that is maintained to a good standard and runs smoothly on a day-to-day basis. Staff know and care for the children well. Strong relationships are developed through the key worker system, which ensures that the children's

individual, personal and educational needs are addressed well. Effective partnerships with parents are developed well in a variety of ways, not least the massive programme of fund raising to help buy the new building. A half termly Stay and Play programme gives all parents the opportunity to see the setting at work and share in their children's activities, whilst the termly 'chatter night' provides opportunity to talk over the children's progress in more detail. Parents speak positively of the setting and say staff help their children to 'blossom into happy, confident individuals'.

Documentation, which is required for the safe, efficient management of the setting is very well organised, covers all issues thoroughly, and is used effectively to promote all aspects of children's health, safety and well-being. For example, safeguarding procedures and security systems are understood and followed vigilantly by all staff and the daily health and safety checks and risk assessments ensure that the welfare and safety of all children is secure. Staff regularly reflect on their practice to ensure the best possible learning experiences for the children and identify areas for improvement and staff training. However, self evaluation procedures are not recorded in a detailed way to enable the setting to measure the success of their actions more accurately.

The quality and standards of the early years provision

Children experience a varied range of practical activities that effectively engages their interest and stimulates their curiosity. This enables them to make good progress in all areas of learning and development. Children quickly gain in confidence and independence as they choose their own resources, organise activities in the home corner and tidy up after themselves. Staff take every opportunity to help children learn. They join in discussions and develop the children's speaking and listening skills through thoughtful questioning, encouraging them to express their thoughts and ideas and become confident speakers. This, together with the good use of praise and encouragement, helps children develop a belief in their ability to succeed and try out new experiences. This was seen particularly well in the 'tap your name' game where children were willing to have a go at a challenging new activity. Staff carry out regular observations of the children as they play, but the information from these assessments is not always used effectively in planning to meet children's individual needs.

Relationships are very good; children work and play happily together, they willingly share resources, take turns and behave well at all times. Children have a good understanding of staying safe, fit and healthy, as they enjoy a range of healthy snacks and have daily access to physical activities. They understand the importance of personal hygiene, are taught to use equipment safely and feel safe and secure in the setting. Children's understanding of the local community is effectively developed through their work about 'Our Village'. The setting encourages visitors from the community to talk about their everyday work and to celebrate festivals and customs from their own cultures, for example, Thanksgiving. Children develop good skills for the future as they enjoy opening their pre-school garden, during the village's Open Garden event, selling their own

plants and handcrafted flowers and butterflies. This effectively enhances their learning experiences and develops their social skills well.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.