

Seamer Pre-School

Inspection report for early years provision

Unique reference number 400445
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Inspector Elizabeth Patricia Edmond

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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

Seamer Pre-School opened in 1987. It is a registered charity managed by a Committee of parents and other interested individuals. It operates from the Youth Centre in the old school building, situated on the main road in Seamer village, to the south of Scarborough. The group mainly use the two designated rooms and enclosed outdoor area for play; they also have access to other areas of the building as appropriate for lunch or whole group activities. The group is open five days a week during term time. Sessions are Monday to Wednesday 09.00 to 15.45, Thursday 09.00 to 12.00 and Friday 09.00 to 15.45.

There are currently 57 children on roll in the early years age group. The pre-school is registered with the local authority to provide funded nursery education to those children of eligible age; most of the children attending have a funded place. The group is also included on the compulsory and voluntary parts of the Childcare Register. This is likely to change because at the time of inspection there were no older children attending in relation to this registration. The committee employs six staff to work with the children. All staff have a recognised level 3 childcare qualification. A rota of parents work with the staff to give additional support. The group is a member of the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The well established team of professionals continually evaluate their practice and the facilities. Importantly they put effective, relevant and achievable plans in place to remedy any minor gaps in the provision. Children are respected and valued as individuals and this filters through all aspects of their care and development. Staff plan and provide a broad range of activities and resources which promote children's individual needs and styles. Relationships with parents and other agencies are effective in promoting a high level of individualised care. Partnerships are also beginning to address children's learning and developmental needs.

What steps need to be taken to improve provision further?

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

- continue to develop links with parents and other agencies to provide an increased joint focus on individual children's continued learning and development.

The leadership and management of the early years provision

Well established management and staffing structures provide children with a high level of continuity and consistency. They use several tools efficiently to evaluate their practice, their ongoing training needs and the overall effectiveness of the

provision. These tools include all members of staff equally, as well as the views of parents and children, and useful support from the local authority. This results in a successful early years setting and continually improving outcomes for children. Well organised premises and routines are used effectively to give children free access to a broad range of learning opportunities and to support their individual learning styles. Although the premises, being mostly shared with other community groups, present challenges to the staff, they arrive early each morning to set the equipment out. The resources efficiently cover all areas of learning and children's individual interests in the various areas.

There is good clear information for parents in written and verbal form covering all aspects of the group's operational systems and children's individual care and development. The key worker system is used successfully to promote positive three-way relationships between staff, children and their parents. Children are happy and settled as they see their familiar adults chat about their care and development and they enjoy chatting to staff about their families. All records and guidance needed for the safe management of the provision and children's care and learning are vigilantly kept up to date, filed in a professional manner and understood fully by all staff. This means that children are well protected and their wellbeing safeguarded.

The quality and standards of the early years provision

Children develop a strong sense of their own identity and a high level of understanding of their place in the wider community. Staff provide a very successful blend of adult-led and child-initiated activities enabling children's individual needs be addressed whilst developing children's confidence to contribute to group activities and discussions. For example, because most of the session is free flow, children make good independent choices in their play and learning. They also join in with great enthusiasm as they act out number rhymes at the short group time, or play a matching game in a small group. There is a highly effective emphasis on children's personal, social and emotional development. For example, staff sensitively engage children in discussion about similarities and differences and they use praise and encouragement successfully to manage children's self esteem. Children know that they are valued and respected as individuals by the staff and the other children, they are very confident and therefore exceptionally well behaved. This creates a highly supportive emotional environment where children are happy and exceptionally motivated in their play and learning.

Staff plan and provide a broad range of activities that maximise children's learning based on their individual interest and learning styles. For example, some children prefer to concentrate quietly at individual or group activities indoors whilst more active learners rush excitedly to take part in similar activities in the outdoors. As many children approach the age when they have their booster vaccinations prior to starting school, staff create a surgery in the indoor area where they confidently act their experiences out. They learn about their bodies and their health as they listen to their heartbeats and caringly bandage each others' arms. The small outdoor area is developing very well and used similarly; all areas of learning are covered in some way and staff are skilled in making the most of children's individual interests.

For example, when children ask for a large tray to collect the snow from a sheltered area, staff skilfully set out the tray in the sunny side of the yard with a box of animals. Children engross themselves with the animals in the slushy snow and then add fish and dolphins as it turns to water; encouraged by staff, children chat knowledgeably about the melting snow and the different types of wildlife. Children learn to manage their own health and safety in the indoor and outdoor environment. They learn the necessary skills for riding the heavier tricycles and tractors watching carefully as they go down the slight slope. Regular projects help children to learn about healthy eating and they enjoy helping themselves to the healthy snacks provided by the staff.

Staff confidently carry out sensitive observations of children as they play to establish their level of development in relation to the Early Years Foundation Stage. They use the observations well to plan for children's continued learning in areas of the curriculum. Parents are invited to contribute to children's learning journeys, although most are not confident in doing this. There are links with other early years settings, such as nurseries and childminders, that children attend; staff find local cluster group meetings useful for developing professional relationships with other providers. However, links with other settings are just beginning to promote a coordinated approach to children's individual learning needs.

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 the last inspection.

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.