

West Cliff Pre-School Group Ltd

Inspection report for early years provision

Unique reference number 400362
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Inspector Kate Pringle

Setting address c/o West Cliff Primary School, Church Square, Whitby,
North Yorkshire, YO21 3EG

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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).

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.

Description of the setting

The West Cliff Pre-School Group Ltd has been registered since October 1992. It operates in a classroom within the West Cliff Primary School building in the centre of the seaside town of Whitby. It is run by a private limited company. The group is open from 09.00 to 11.30 Monday, Wednesday and Friday and 09.00 until 15.00 Tuesday and Thursday for school term time only. It is registered for a maximum of 24 children within a session and currently there are 40 children on roll in total. The group is registered with the local authority to provide funded nursery education places for those children of eligible age. The group receives funding from the local authority in respect of this. There are four members of staff who usually work with the children, all of whom have an appropriate qualification. The group also often accommodates a student working towards a recognised qualification. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are extremely confident and greatly enjoy their learning. Parents value the setting and speak highly of the opportunities it provides to involve them in their children's learning and development. The setting demonstrates a good capacity for improvement. Leaders have a good knowledge of the individual needs of children because they chart their progress in depth. This has not been collated so as to provide an overview of progress for different groups of children from their starting points to when they leave. The wide range of good quality resources indoors promotes children's learning well; outdoor learning resources are more restricted. Issues from the last inspection have been addressed successfully and leaders evaluate the strengths and areas for development. They have yet to measure the impact of the setting's actions and use this information to guide future developments. Communication with the Early Years Foundation Stage (EYFS) provision within the school is good.

What steps need to be taken to improve provision further?

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

- measure the impact of developments of the provision through self evaluation
- improve the quality of provision of the outdoor area
- collate information about children's assessments so as to provide an overview of the progress of different groups of children over time.

The leadership and management of the early years provision

The calm and positive atmosphere of the setting owes much to the excellent organisation of an enthusiastic team. Regular meetings to consider the future planning of provision ensure that everyone works towards the agreed goals for the

development of the setting. All statutory requirements are very well maintained through regular review. Recruitment procedures are robust and effective risk assessments address all aspects of potential danger. For example, regular practices for emergency evacuation ensure that children and staff understand what to do. The security of the setting for children and staff is very effective. The documentation to safeguard children is robust, rigorous and extremely well organised.

Parents have good relationships with key workers and appreciate what they do for their children. They feel welcome and are well informed about their children's progress. Parents see their involvement in the new 'Learning Journey' as a positive step. They praise the range of information available and the way staff make sure that any concerns or information about their children's achievements are communicated to them.

Staff are well qualified and access a range of training to extend their professional development. The team has addressed the changes for the new EYFS framework and has already established systems to monitor the progress children make and their next steps in learning. This means that progress data is now available and staff have a very good understanding of children's individual achievement. However, this information has yet to be collated to provide an overview of progress for groups of children over their time in the pre-school.

Leaders self-evaluate their strengths and weaknesses and have a good sense of what they do. Currently, self-evaluation does not include checking the impact of actions so as to guide future developments.

The quality and standards of the early years provision

This welcoming environment gives good support to all children. Children enter the setting confidently and have a strong sense of the order of the day, providing them with a real sense of security. The good variety of resources supports their learning well. However, provision for learning outdoors is more restricted than indoors, partly because the available space is more limited. Staff listen carefully to children. They use careful questioning to challenge children's thinking. Staff take careful note of children's preferences and use this information to stimulate learning through providing activities that individual children enjoy. For example, they used children's fascination with trains to help them with their number work and so children learn almost without realising it. All children join in group activities, such as action songs or discussing the weather, very enthusiastically. Children use books carefully and access these independently. They are very proud of their 'scrapbooks' and are able to talk about what they have achieved. These 'Learning Journeys' highlight individual progress through photographs, quotations and observations, demonstrating good links to the early years programme. Their next steps in learning are then clearly identified. Individual tracking sheets help key workers to check how well children progress over their time in pre-school. Children whose skills are not as developed are identified early on and staff ensure they access supportive programmes which help them learn and develop a small step at a time. This helps them to achieve as well as everyone else. Children's enjoyment

and achievement, therefore, are outstanding.

Children demonstrate their developing skills of independence as they follow and instigate established routines, self-register and enjoy opportunities to help to give out resources. As a result, they acquire good skills for their future success. High expectations of behaviour result in a positive and friendly atmosphere where children willingly share resources and take turns. They stay safe as they know how to use equipment correctly and climb up and down steps carefully. Children choose from a range of healthy snacks and enjoy the times when they sit together and eat. The clear message for children, to grow up safely and healthily with good communication skills, is very evident in this busy, happy environment where children's personal development is clearly of the highest importance.

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?	1

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?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
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.