

Bishop Monkton Pre-School

Inspection report for early years provision

Unique reference number

EY292951

Inspection date

17/03/2009

Inspector

Susan Walker

Setting address

Bishop Monkton C of E Primary School, St. Johns Road,
Bishop Monkton, Harrogate, North Yorkshire, HG3 3QW

Telephone number

01765 677598

Email

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 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).

Description of the setting

Bishop Monkton Pre-School was established in 1996 and registered to provide day care in this setting in 2004. It is committee run and is situated in the grounds of Bishop Monkton Church of England School. The group is open five mornings a week from 09.00 until 12.00. The group is registered on the Early Years Register.

The group offers sessional care for 20 children aged two to five years. Currently 35 children attend the group throughout the week. They are drawn from the local area and wider community and children attend for a variety of sessions. There are 14 children who receive funding for nursery education. The group supports children with learning difficulties and/or disabilities.

The group is based in a prefabricated building within the school grounds and has the use of a large playroom and supporting kitchen, toilets and storage. There is access to a secure outdoor play area to the front and back of the property.

There are five staff working in the group, three of whom have appropriate early years qualifications. The group receives the support of the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding for pre-school age children ensuring that they thrive in a highly inclusive, safe and very well organised setting that establishes good attitudes to learning right from the start. The provision is very well managed so that staff work together as a cohesive team to deliver an exciting and enriching curriculum. The staff know each child well and treat each one as an individual, making effective provision for the wide range of differing needs. Great attention is given to ensuring the safety and wellbeing of the children. The setting is clean, bright and attractive; the warm relationships that exist help nurture the children so they develop curiosity, confidence and independence. There are very productive links with the main school and the local community. The setting has outstanding capacity for future improvement although, as yet, the setting is not involved in a formal system of external quality assurance, however, staff acknowledge that this is something to pursue in the future to further strengthen provision.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- consider incorporating a system of external quality assurance to further strengthen provision.

The leadership and management of the early years provision

The setting is extremely popular. Under the imaginative and dynamic leadership, the professional staff strive to make an environment that promotes a sense of enjoyment in learning that establishes very secure foundations for the future. All issues from the previous inspection have been addressed well and the setting has gone from strength to strength. The provision is very well organised and managed. Staff have clear roles and responsibilities and work together efficiently as a team. All are committed to ongoing professional development and the full time staff are well qualified. The staff provide a very good range of information for parents, including noticeboards, monthly newsletters and meetings to familiarise parents with practice in the Early Years Foundation Stage. Consequently, there are very good relationships with parents.

Assessment is very well developed and a real strength, enabling staff to monitor accurately the progress and achievements of each child whatever their ability or specific needs. Assessments provide a useful starting point for reception staff in the main school when the children begin full time education. In addition, there are detailed 'home books' which provide an effective link with parents, relaying any observations, achievements and concerns about the child. The setting is managed well by a joint committee of volunteer staff and parents. The chair provides valued support to staff, particularly with financial and administrative matters, and other committee members attend the sessions regularly giving them a good oversight of how things are going. Self-evaluation is robust, detailed and strategic. The reflective leader has a clear vision for the provision, knows exactly what needs to be done to bring about improvement and has a clear idea of how it will be achieved. Although no formal system for quality assurance has been adopted as yet, staff are already considering this as a future development.

Great care is taken to ensure the safety and welfare of each child; there is an extensive range of clear documentation to guide practice. All statutorily required policies are in place and available to parents. Appropriate checks are made on all staff to ensure their suitability to work with children. Very good attention is given to matters of hygiene, for example, table tops are cleaned carefully at the end of each session and children wash their hands after using the toilet and before eating. Nappy changing is hygienic and carefully monitored. Fire drills are planned carefully and regularly to coincide with those in the main school. No complaints have been lodged by parents due to the good relationships that exist between parents and staff. Parents clearly feel comfortable about entering the room and interacting with children and staff.

The quality and standards of the early years provision

Activities are very carefully planned to provide sufficient challenge and a wealth of first hand experiences appropriate for each child's stage of development. This promotes great enjoyment, helps foster good attitudes to learning right from the start and sets the tone for future learning. Children are encouraged to be self-motivating and sociable as they play together. They move between activities

sensibly and with developing confidence and independence, many showing remarkable maturity for their ages. The learning environment is colourful and vibrant with displays that remind children of their recent experiences and reinforce basic knowledge, such as colours, numbers and shapes. Children are developing a growing awareness of the cultures and traditions of others. There are plenty of good examples of writing on display, so children quickly get the idea that print conveys meaning.

The very well planned curriculum provides plenty of scope for children to enjoy experimental play, for example, in sand and water, as well as more structured activities as part of a theme that links together all areas of learning. One boy, for example, was engrossed in experimenting with a length of piping and water, adjusting the gradient of the pipe and observing the varying speeds of flowing water. There are plenty of creative activities as well, such as making music on percussion instruments or creating pictures of goldfish incorporating a range of different techniques. Staff keep a careful record of which activities have been selected by each child to ensure that they all experience the full range of experiences. There is a good range of books for children to browse so they begin to learn how to handle books, turn pages correctly, orientate the book and talk about pictures. Staff interact with children sensitively to challenge, reassure and promote vocabulary. They all model good examples of courtesy and speech and have very good knowledge of each child as an individual. Children enjoy a good range of healthy snacks, which are often linked to their topic work. These may include fresh fruit, crackers, bread and cheese. Good attention is given to personal hygiene. Safety is of paramount importance, for example, children are introduced to road safety through regular walks around the village. They know they must walk, hold hands and keep away from the edge of the pavements.

Curriculum planning takes very good account of the individual needs of each child. For example, potentially high attaining children are beginning to write simple letters thanks to individualised tasks and support. Basic skills such as simple counting are promoted at every opportunity as, for example, children count out the number sitting at each table at snack time. Children are responsive and very well behaved. As they prepared for their St Patrick's Day parade through the village, they showed developing independence for their age as they dressed in outdoor clothing, and older children demonstrate great patience as the younger children took a little longer to get ready. Children responded immediately to the leader's instruction to stop playing their instruments. They also demonstrate good capacity to modulate their playing, to make it loud, soft, fast or slow, all of which prepares them very well for school.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
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?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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

