

East Bierley Pre-School

Inspection report for early years provision

Unique reference number	311332
Inspection date	06/07/2009
Inspector	Kaldip Kaur Chaggar-Brown
Setting address	St Lukes Church Hall, South View Road, Bradford, West Yorkshire, BD4 6PH
Telephone number	01274 653827
Email	www.eastbrierleypreschool.org.uk
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

East Bierley Pre-School is committee run and has been established since 1978. It is registered on the Early Years Register for 26 children between the ages of two and five years. There are 43 children on roll. The group operates from two rooms within St Luke's Church Hall in the village of East Bierley, serving families from the local residential area. The main playroom is situated on the first floor and there is a smaller room on the ground floor. Bathroom facilities are accessible on both floors.

The provision is open each weekday morning during term time from 09.00 until 12.00 and on Monday, Thursday and Friday afternoons from 12.15 until 15.15. There are six staff employed, of these, three have a level 3 qualification and one a level 2 qualification in child care. Two staff are unqualified. The group receives advisory teacher support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. The Pre-School is not meeting specific legal requirements and although it has taken some action to identify and improve weaknesses, this is insufficient to ensure children's safety and welfare is not at risk. The children make satisfactory progress in their learning and development, however, there is scope to improve the learning environment and the planning for children's individual needs. All children are included in the provision's activities and experiences. The provision works satisfactorily in partnership with parents and other providers.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure the outdoor play area is secure and children cannot leave unsupervised (Safeguarding and promoting children's welfare) 21/07/2009
- maintain a record of risk assessment, clearly identifying aspects of the environment that need to be checked (Safeguarding and promoting children's welfare) 21/07/2009
- ensure the correct details are included for Ofsted on the complaints procedure (Safeguarding and promoting children's welfare). 27/07/2009

To improve the early years provision the registered person should:

- continue to identify what stage children are at in their learning and development in order to plan to meet children's individual needs through indoor and outdoor play
- further develop the learning environment to provide support and to extend children's learning and development
- undertake further self evaluation to improve the quality and consistency of the provision.

The leadership and management of the early years provision

The management of the Early Years Foundation Stage is inadequate and stems from the provision failing to fully recognise and address weaknesses as not all welfare requirements are in place. For example, the complaints procedure does not contain Ofsted's up to date details and the record of risk assessments does not cover all aspects of children's care. However, the provision has many records, policies and procedures in place, which are required for the safe and efficient management of the provision. The provision undertakes some self evaluation to identify priorities for future development and has the capacity to make positive changes to improve the quality and consistency of what it offers. For example, recommendations raised at the last inspection have mostly been addressed. Children now use individual towels to dry their hands, reducing opportunities for cross infection, and more creative materials have been made easily accessible to children for imaginative play.

Staff at the provision have appropriate qualifications and have attended specific training related to the Early Years Foundation Stage. They are deployed effectively and provide children with good support, such as when children want help with cutting activities, staff show children how to hold scissors and offer words of encouragement. Staff make good use of opportunities to offer one to one support, such as when asked by children to read a story, they sit together on comfortable seating and look at the storybook and discuss what is happening in the story. Staff have built satisfactory links with the local school and other providers. This enables them to help prepare children for school as school staff visit the Pre-School. Positive relationships with parents promote children's care and learning. Prior to children starting at the Pre-School, parents complete record forms and are asked about their child's health, dietary and any other individual needs. Daily discussions with parents and carers keep them informed of their child's achievements and progress.

The learning environment allows children to be cared for appropriately. Children have easy access to toys and resources which enables them to make their own choices and develop their independence. However, there are missed opportunities for children to reinforce their learning or to show interest in something new when looking at pictures and posters on the walls. Indoor space used by the provision is safe and secure, however, the outdoor play area is not, as children can easily leave this area and quickly access the road. As a result, children's safety is at risk. Staff understand the Local Safeguarding Children Board procedures with regard to child

protection and are confident at implementing it effectively. Children's health and well-being is satisfactorily promoted. For example, children make healthy choices when deciding what to eat at snack time as they choose from a selection of fresh fruit. Children take part in growing activities so are beginning to understand how vegetables and fruit are grown.

The quality and standards of the early years provision

Children are settled at the Pre-School, they actively seek out their friends and involve themselves in activities. Some children show good interest in what is happening around them, they ask visitors questions and offer their thoughts about what they like about Pre-School. Children are active learners, they ask staff for help with bandages, they want to know how to put them on correctly and when they should be used. Children share resources with each other and know how to tidy up at the end of the session. Children have good opportunity to organise what they are doing, for example, children make a construction model on the floor which winds its way around the area. Staff show that they are proud of what children have achieved and take photographs of the model.

Children show great delight in what they have brought from home to share with others. They confidently speak in front of the other children to describe their experiences. Equipment such as the computer is used confidently by children, they know which program they want and how to move characters around the screen. They are also beginning to learn about the wider world, such as through activities related to different cultural festivals and looking at and touching young animals such as rabbits. Resources provided include those made from natural materials such as large pebbles used with the digger and dumper trucks. These provide a realistic experience for children. All children are included in the activities, for example, children made a hand puppet which they had to sew. This activity included both boys and girls.

Although children's achievement records are kept, these are not fully linked to individual planning for each child's needs to ensure a challenging range of activities and experiences is provided. However, staff have identified if children need help with a particular skill. Staff talk to children to tease out information and to encourage them to take part in activities. Spontaneous activities are well supported by staff, for example, when children dress up as ghosts, staff turn the lights down low to provide more atmosphere, which the children enjoyed as they made more ghost noises.

Appropriate methods are used to manage children's behaviour and children know what is expected of them at times such as tidy up time. Children are beginning to understand about their safety such as why it is important to sweep up the sand on the floor. Overall children are making satisfactory progress towards the early learning goals.

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?	4
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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