

# Cottingley Pre-School

Inspection report for early years provision

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**Unique reference number**

EY318768

**Inspection date**

06/05/2009

**Inspector**

Rachel Ayo

**Setting address**

Cottingley Town Hall, Main Street, Cottingley, Bingley,  
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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 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

Cottingley Pre-school Playgroup has been operating since 1967, however, was newly registered in 2005 due to a change of premises. It is run by a committee and operates from two rooms within the Town Hall in the village of Cottingley which is in the Bradford district of West Yorkshire. There is an enclosed outdoor area for access to outdoor play. The playgroup is open each weekday from 09.15 to 15.00 term time only. The setting serves the families within the local community.

The playgroup is registered on the Early Years Register and may care for a maximum of 26 children. There are currently 56 children aged from two to under five years on roll, some in part-time places. The nursery currently supports a number of children with learning difficulties and/or disabilities, and for whom English is an additional language.

There are nine members of staff, eight of whom hold appropriate early years qualifications to at least a level 2, with four staff attaining qualifications at level 3. The setting provides funded early education for three and four-year-old children. The playgroup receives the support of their local authority and from the Pre-school Learning Alliance.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are kept safe and secure at all times and effective partnership working means that inclusion is accomplished very well. Most aspects of children's welfare are promoted with success, although some documentation is not in place. Children make good progress in their learning and development because of effective planning and assessment arrangements and a varied and interesting range of activities. Children develop a strong sense of belonging through positive relationships with staff and a generally very accessible and welcoming environment. There are good systems for self-evaluation and areas for improvement and clearly targeted and implemented, for example, access to outdoors, in order to secure the improvement of outcomes for children.

## What steps need to be taken to improve provision further?

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

- improve the arrangements for washing hands and the hygienic preparation of food
- provide more opportunities for children to readily explore a wide range of arts and craft media.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that records used to assess staff suitability
- 13/05/2009

include the unique reference numbers of Criminal Records Bureau Disclosures obtained and the date on which they were obtained (Suitable people).

## **The leadership and management of the early years provision**

Recommendations from the last inspection have been addressed well and staff and parents are highly involved in the evaluation process. Questionnaires, evaluated as part of yearly committee meetings, and a suggestions and comments box enables parents to express their views. Areas highlighted are acted upon, for example, reviewing the key worker system to ensure it is more robust. Staff training in self-evaluation enabled them to share ideas and regular meetings include the evaluation of planning, activities and the setting as a whole. Staff evaluate their own practice and highlight their strengths and areas for development through yearly appraisals and they are highly supported in on-going training including gaining childcare qualifications. This further demonstrates the setting's clear commitment to continual improvement.

Parents receive good information through displays, including photographs and details of staff, welcome pamphlet, home visits, carried out at parent's wishes, and through policies and procedures which are shared before placement. The settling-in plan and 'all about me' form within the starter pack enables staff to gain additional details about each child and their individual needs, including their personal needs and what they can or cannot do. This information is effectively used in identifying children's starting points. Effective arrangements including partnership working with parents and links with external agencies or services means that children with additional needs are highly supported and fully included in the life of the setting. This has been recognised through a silver award for inclusive practice. On-going communication is successfully achieved, through regular newsletters, daily friendly chats and parent consultations and events, for example, concerts encourage parents to support fundraising. Parents express extremely positive comments about the provision.

Effective child protection arrangements, including training for all staff, means that children are well safeguarded. Good systems for security ensures no unauthorised access and staff are vigilant in checking visitor's identification. A designated staff member is responsible for all safety aspects, including risk assessments and hazards are minimised and managed well. Records are regularly reviewed and updated where required, for example, to reflect the new outdoor area. The suitability and qualifications of the adults looking after children is well ensured because of effective recruitment and vetting. However, the details of one staff member's Criminal Records Bureau disclosure have not been recorded, which is a breach in legal requirements. Good induction procedures result in staff and students being very clear about their roles and responsibilities. The manager is enthusiastic and motivated acting as a good role model. She demonstrates clear leadership which reflects in effective team working and staff are well deployed to provide good levels of support.

## **The quality and standards of the early years provision**

Staff have a very good understanding of the learning and development requirements and through regular key person and planning meetings children's progress is tracked effectively. Their next steps are clearly linked to the expectations of the early learning goals and fully informed from assessments made from observation. Parents and other providers delivering the Early Years Foundation Stage (EYFS) are fully involved in the process and there are effective arrangements for children's transition from the setting to school. Staff make good use of visitors to further extend children's first hand experiences and learning opportunities.

Children are happy and motivated, showing good levels of interest. Overall they are enabled to make choices within a bright and accessible environment. For example, there are labelled drawers, displayed artwork, for example, paper plate self portraits and a photograph birthday chart. Although a good range of activities are planned, opportunities for children to spontaneously explore and express themselves using a range of arts and craft media are limited. Staff support children with good questioning, for example, as they take part in the planting and growing activity outdoors, paint or play a number game. Children's self-esteem and understanding of appropriate behaviour is fully fostered through high levels of praise and encouragement and effective methods, for example, the reflection chart, tidy up time bell and sand timer. Children are very sociable, linking with others, for example, to engage in role play and they readily approach the inspector showing great interest in the laptop as they type their's and their sibling's name.

Children have good opportunities to make marks and clipboards sited in different areas enable them to use writing for different purposes, for example, pretending to take the register. They recognise their name as they find their space at the café style snack table or confirm their presence and staff represent letters and numbers through picture cards on tables. Children learn about early mathematical and science concepts through good activities, for example, making birthday cakes. They communicate confidently and staff extend their skills by teaching basic words in different languages, such as 'Bonjour'. Children enjoy looking at books and the use of story sacks further supports their learning. Children clearly enjoy singing, enhanced with different props and there are good opportunities for them to benefit from fresh air and develop confidence in their physical skills. They learn about a healthy lifestyle through topics and daily routines, such as brushing their teeth and hygiene. Practices overall are suitable, although kitchen surfaces are not kept clear and equipment for hand washing does not effectively minimise cross infection. Children effectively learn to keep themselves safe through taking part in road safety activities and visitors, for example, from the fire service.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

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