

# Exley Head Pre-School

Inspection report for early years provision

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**Unique reference number**

301947

**Inspection date**

29/04/2009

**Inspector**

Melissa Louise Patel

**Setting address**

Exley Head Methodist Church, Wheathead Lane, Oakworth  
Road, Keighley, BD22 6NN

**Telephone number**

07931 155491

**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

Exley Head Pre-School has been registered since 1978. It is situated in the Methodist church on Wheathead Lane in the Keighley area of Bradford. The accommodation consists of two rooms, plus toilets on the ground floor level and another room on the lower ground floor. There is a fully enclosed outside area. The playgroup serves families in the local residential area and the wider Keighley area.

The provision is open Monday to Friday 09:15 to 11:45 term time only and is registered to care for 26 children included on the Early Years Register. The provider is currently caring for 50 children, included in the Early Years Foundation age range, including 28 children who are receiving funding for the nursery education grant. Children are cared for on a part time basis. There are seven staff working in the playgroup part time, of which three staff hold a level 3 qualification in childcare. One staff member is working towards a level 3 qualification and there is one staff member who holds a level 4 qualification in childcare, working towards an Early Years Foundation degree. The setting has links with other Early Years professionals.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Successful management of the Early Years Foundation stage ensures children stay safe and are effectively included in day to day activities. Good organisation of the environment and planning systems help children make choices about what they do and helps them make good progress with their learning. Partnership working is effective overall in supporting children's development. Evaluation systems that include all staff identify strengths and areas to improve, promoting positive outcomes for children.

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

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

- evidence further information gathered from parents to help identify childrens learning priorities and starting points
- further develop children's understanding of ascribing meaning to text and attempting to write for a purpose.

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

- review the written risk assessments provided to ensure all aspects of the premises that are checked on a regular basis are recorded, maintaining a record of by whom they have been checked (Suitable premises, environment and equipment).

14/05/2009

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

The provision is organised well to ensure children can explore indoors and outdoors safely. This is because systems in place ensure that regular checks are made by staff to minimise risks in all areas of the setting. Written risk assessments which are a requirement, although detailed in some aspects, do not always clearly state the specific area checked and a record has not been kept of who has completed the check. Staff are deployed effectively to help promote children's welfare and learning well, working well as a team to support children. For example, they understand their roles clearly with important procedures that safeguard children, such as fire evacuation and child protection. Systems in place to support children's learning progress are effective.

The provider is able to assess the setting well overall to promote improvements for children, through regular reviews involving staff. For example, children now have more opportunities to make choices as they are involved in simple planning that incorporates their individual interests and children's work is now more evident in displays. Since the last inspection positive improvements have been made with regard to any issues that were raised. For example, new floor covering has been incorporated which improves hygiene and the quality of the environment for children. Role play areas are now re-arranged effectively overall to ensure they are used regularly by children supporting their communication skills. Children can freely access more creative materials. Mark making materials are readily available in most parts of the provision. In addition, documentation has been generally well updated.

The management and staff support inclusive practice well. For example, the environment is organised to ensure all children are valued effectively by displaying their photographs and gathering some relevant information to support their individual needs. Parents are involved in regular discussions regarding their children's overall development, supporting children's welfare well. Information promoting the educational programme and welfare is profuse, displayed on notice boards, keeping parents up to date with the planning systems and activities that children participate in across the areas of learning. There is a range of effective policies and procedures available to keep parents informed about the operation of the setting. In addition, evaluation systems take account of parents views and more formal systems are currently in progress to further develop this area. The provision keeps in contact with other early years professionals in order to evaluate practice and promote improvements effectively for children.

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

The environment supports children's learning effectively as they are able to choose from activities that are planned for them across the six areas of learning indoors and outdoors. Planning systems take account of children's individual interests. For example, notes are taken regarding what children wish to do and these ideas are displayed and included in the daily routines, supporting children's confidence and

emotional well-being well. Children are motivated to learn and enthusiastically carry out activities that extend their learning. For example, children wish to make a robot and with help from staff they decide how to construct using boxes. They glue and cut sticky tape to achieve their model, receiving praise from staff for their achievements. Children are learning about the environment, for example, they enjoy observing the tadpoles and watch how they move, the staff discuss the life cycle with the children using pictures to support their understanding, and later in the session in a group activity the children recall what they have learnt about the tadpoles. This develops their communication skills and clarifies what they have learnt effectively.

Children participate in purposeful play outdoors, extending their learning. For example, they are effectively challenged as they are asked to hop on one leg when they see the red sign and change leg when they see the green sign. They laugh a lot as they energetically carry out this activity. They are also starting to learn about how exercise keeps them healthy, through discussion and practice. Children are helped to stay healthy through regular hand washing and eating healthy snacks, such as fruit and they drink water and milk. Children are learning to stay safe well. For example, they receive gentle reminders to move about safely indoors and outdoors, and they frequently practice the fire evacuation procedure. Children behave very well in this setting as they are happily engaged in stimulating activities which encourage them to express their opinions and make choices supported well by staff.

Staff observe children regularly, to help them progress. For example, progression shows that plans to help children whom initially pointed out objects rather than talk about them are now communicating freely with other children and staff. Children talk to one another freely using toy telephones with their friends. Role play areas help with communication skills as staff support their play. However, children often freely mark make and have opportunities to develop an understanding that words have meaning through the arrangement of words displayed in the environment, the role play area downstairs is not always organised to the full potential with regard to extending early writing skills. This is because papers and mark making materials are not available to further develop children's understanding of ascribing meaning to text and attempting to write for a purpose.

Information is obtained from parents with regard to children's likes and about their families to support their welfare and include them in activities. Some information is obtained regarding their abilities when they first attend the setting. However, this information is not clear on the children's development files, to clarify initial starting points, to help inform future planning and further aid children's progress. Children are cared for in a welcoming environment that promotes diversity well. For example, children learn about the wider world and different communities, through prominent and positive images portrayed through posters, and signs in dual language texts, such as Urdu, English, French and Spanish. Welcome posters show all communities are welcome. Information on different religions, such as Buddhism are displayed and a variety of festivals are celebrated. Resources such as books depict a range of cultures in society and represent the children who attend the setting, helping all children feel valued.

## 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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