

# Oxenhope Under Fives Pre-School

Inspection report for early years provision

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**Unique reference number** 301974  
**Inspection date** 23/06/2009  
**Inspector** Cynthia Walker

**Setting address** Community Centre, Oxenhope, Keighley, West Yorkshire,  
BD22 9LY

**Telephone number** 07851 702 283

**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

Oxenhope Under Fives Pre-School was established in 1973 and is organised by a committee. It is jointly run by the staff and the committee. The Pre-School have the use of a large hall within Oxenhope Community Centre with direct access to an enclosed outside play area, a kitchen and toilet facilities. Opening hours are Monday to Friday, 09.15 to 11.45, term time only. A lunch club is offered on Wednesday and Friday from 11.45 until 12.45.

This Pre-School is registered on the Early Years Register and may care for a maximum of 26 children aged from two to five years at any one time. There are currently 33 children on roll who attend a variety of sessions and come from the local and wider community. There are five members of staff working with the children, of whom three staff hold appropriate early years qualifications. The setting is a member of the Bradford Under Fives Association and provide funded early education for three and four-year-olds.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children enjoy their time in the Pre-School and appropriate learning opportunities are provided to sufficiently meet the children's needs, and promote their welfare. Effective links with parents and carers ensure that the needs of the children are met by valuing each child as a unique individual. The setting is sufficiently evaluating the provision for children's welfare, learning and development and improving outcomes for children by addressing most issues raised at the last inspection.

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

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

- review the identification of the training needs of staff to promote their continued professional development to support the learning and development experiences to meet all children's individual needs.

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

- continue to improve the identification of the individual children's next steps in learning within the observational records and ensure this information is analysed and used to directly inform the future planned activities. (Assessment arrangements)

20/07/2008

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

The committee and staff are maintaining the documentation which is required for the safe management of the setting, and ensures the needs of the children are appropriately met. There is a robust recruitment and vetting procedure which maintains the suitability of staff and promotes the children's safety. Although, staff have previously attended a variety of training courses their continuing professional development is not reflected in attendance at recent training especially to support the learning and development experiences of children. Policies and procedures are in place and are reflected in practice, for example, behaviour. Detailed risk assessments ensure effective actions are taken to minimise and eliminate risks to children within the setting and on outings.

The setting has an appropriate awareness of their strengths and weaknesses and has responded positively to most of the actions and recommendations from the last inspection, for example, documentation has been improved to support the learning programme. Questionnaires to parents give them the opportunity to reflect on the quality of the provision and contribute to the evaluation of the setting. Staff have a good understanding of child protection to enable them to effectively safeguard the children in their care.

Parents and carers are actively welcomed into the setting and receive effective information through interesting displays on notice boards and detailed information pack. Information is updated through newsletters every term. The active involvement of parents and carers as members of the management committee, and participating in the duty rota enables them to be involved in supporting their children's learning. Parents and carers receive reasonable information about their children's achievements and progress through discussion with the key workers and access to their children's folders within the setting which is supported by an annual parents evening. Systems are in place to ensure information is shared with other providers to ensure progression and continuity of learning and care, and includes a very effective transition to the local school.

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

The staff team have a satisfactory knowledge of the learning and development requirements which enables children to learn appropriately. The children's assessment records include observations, photographs of children's involvement in activities and examples of art work. Although staff demonstrate a suitable understanding of individual children's future learning, their next steps in learning are not consistently identified within the observations. An observation overview gives staff the opportunity to identify the areas of learning where observations have been completed. Documentation has recently been introduced to identify children's interest and learning which is proving more effective for staff to confidently complete. Staff meet weekly to discuss the week's activities and any issues arising within the key groups, though this information is not consistently used to inform future planning. Weekly planning is in place which is linked to the areas of learning and include enhancements reflecting children's identified

interests. However, although there is a section to identify target children the planning only reflects minimal aspects of groups of children's learning not individual children. Creative organisation of the hall encourages purposeful play and exploration, enabling children to make independent choices and be active in instigating their own learning both indoors and outdoors.

Staff have built caring and positive relationships and actively support their learning by positively interacting with children at individual activities. Good use of small group work enables children to spend valuable time with their key worker. The children participate in interesting discussions and the staff sensitively extend children's learning as they encourage recognition of initial letters and simple words they begin with. Children recognise numerals and confidently count to seven. They confidently initiate interactions with adults or other children and effectively use language to negotiate what areas of play they are going to use. Children explain and describe items they have brought from home during a 'show and tell' session at circle time and some children are able to write their names to label completed art work. Interesting use of plastic guttering enables children to explore and estimate how they can knock down a tower of bricks, as they roll the balls down the slopes by using different lengths of plastic and using different positions. Children use good imagination in the role play area as they make a selection of pretend meals for staff, pretend to go on a picnic or mimic being dog as they crawl around the hall barking at anyone who approaches. They help mix paints and choose large pieces of paper to create interesting colourful pictures.

Staff effectively promote the children's health and well-being. Children are encouraged to make healthy choices about what they eat as they explain that fruit is healthy and the milk which came from a lady cow helped you grow strong. The use of helmets whilst riding wheeled toys in the outdoor area encourages children to develop an understanding of dangers and how to stay safe as they explain that the helmets are in case they fall off their bikes. Involvement in team sports which include a variety of activities helps children understand the benefits of physical activity. Children behave well in response to the calm and consistent responses from the staff. They have developed positive relationships and work harmoniously together at all activities, including role play, and take responsibility for their actions as they immediately say sorry for accidentally knocking another child.

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
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?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
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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