

# Fulford Pre-school

Inspection report for early years provision

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**Unique reference number**

EY225466

**Inspection date**

23/04/2009

**Inspector**

Pauline Thorburn

**Setting address**

St. Oswalds C of E Primary School, Heslington Lane, York,  
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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Fulford Pre-school is a voluntary provision and has been established for over 25 years. The setting has been operating from the current premises since January 2006. This is a purpose built room within St. Oswald's Primary School in Fulford, situated on the outskirts of York. The building is on one level and the children have access to a secure outdoor area. The pre-school is open each Monday to Friday, from 08.00 to 15.20, during term time, providing a lunch club which operates from 11.45 to 12.20. The pre-school serves the local community and the surrounding area. A maximum of 30 children from two to eight years may attend at any one time and there are currently 58 children on roll. This includes 20 four-year-olds and 20 three-year-olds who are in receipt of early education funding. The setting is presently supporting children with learning difficulties and disabilities and children for whom English is an additional language. The setting employs 10 staff. The manager holds a level 4 qualification and seven other members of staff hold appropriate early years qualifications. One member of staff has Qualified Teacher Status, three staff are qualified at level 3 and one member of staff is qualified at level 2. Two other staff members are working towards recognised childcare qualifications and two are unqualified. The pre-school receives support from the development workers at the Early Years Development and Childcare Partnership (EYDCP). The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good with some outstanding features. All the staff have a good understanding of the Early Years Foundation Stage framework. Developing the children's interests and learning through play are the central driving forces of the setting. The Every Child Matters agenda is a high priority throughout the provision, as staff ensure that children are safe, enjoy their learning and are encouraged to make a positive contribution. The setting is exceptionally inclusive and meets all children's needs well. There are good links with parents regarding issues such as security and well-being but the promotion of their active involvement in their children's learning is not as well developed. Leaders show good capacity to improve the provision further.

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

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

- share information with parents about children's learning and offer support for extending learning in the home.

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

The manager is passionate about promoting learning through play and developing the children's interests. The setting is extremely efficient and runs smoothly on a day-to-day basis. All the staff are well informed about the Early Years Foundation Stage framework through training and the local partnership initiative.

Recommendations from the last inspection have been effectively addressed. The manager has a good understanding of the process of self-evaluation and it is developing well. It reflects accurate monitoring and analysis of the provision and there is clear impact of actions. For example, the move to a 'cafe style snack' has led to the sessions being re-modelled to reflect continuous provision.

Parents and children currently play an informal part in evaluation through their daily contact with staff. Good, open relationships exist between the staff and parents and clear displays remind parents of their child's key worker. Parents are very pleased with the provision and feel particularly confident and well informed about their children's security and well-being, especially if there are specific issues relating to learning difficulties and/or disabilities. However, they do not feel as well-informed about their children's learning development or how they might become involved in their children's learning and although each child's learning journey is made available for parents, these are not being accessed as well as they might. There are a significant number of children with learning difficulties and disabilities. Parents are appreciative of the way the needs of all children, through inclusion, are promoted very sensitively across the setting, using observations and appropriate resources to ensure the needs of individual children are very carefully met. The needs of children from different cultures and backgrounds, as well as those with learning difficulties and disabilities, are very successfully promoted.

There is an outstandingly rigorous approach to every aspect of safeguarding and promoting children's welfare, with systematic checks of all staff who work with the children. There are also secure systems for registration and departure. The setting places a high priority on teaching the children to independently take care of themselves and others. One example of this is that the children are actually taught how to use and keep safe in the sit-in sand box. As a result of their understanding and knowledge of how to play safely, they do so in an exemplary manner with no inappropriate behaviour whatsoever being observed.

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

Meeting the needs of individual children and encouraging independent learning is the central driving force of this setting. Children are encouraged to make their own choices as they learn through play. The continuous provision ensures that children are pursuing their own interests, are thoroughly engrossed and enjoyment is therefore guaranteed. Adults support them very well, either in self-chosen or adult-led activities. The extensive range of good quality resources, reflecting each of the early learning goals, is stored thoughtfully so that children can choose freely from any area within the provision. Healthy snacks of fruit and milk are provided through a 'cafe style' system as part of an outstandingly good welfare provision.

The children are learning and developing well. The main area includes a quiet area, separated by a net curtain, with books and soft furnishings where children can choose to spend time alone. A large, secure outside play area, with a full range of exceptionally exciting equipment, is accessible at all times unless the weather conditions are considered to make it unsafe. The children make excellent use of this facility, which provides superb scope for free movement. In addition, growing boxes and a mini-beast area are supporting the development of knowledge of the living world. Children are well behaved at all times, respecting each other and developing good collaborative skills. As the adults observe the children in their play, opportunities are taken to intervene sensitively and appropriately. For example, a group of children set up a 'car wash' where the cars were being made 'nice and shiny'. As this happened, an adult took the opportunity to extend their learning through careful questioning. Planning for challenge, learning and development is built on observation of the children's independent play. The outcomes are evaluated daily and appropriate modifications are made to the provision, including the planned adult-led activities. The key worker identifies the next steps for each child in their care and the assessment system, which clearly relates to the children's ages and stages of development. This also contributes to each child's comprehensive learning journey and enables progress to be accurately clarified against 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

<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?	1
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?	1

### 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>	1
How well are children helped to stay safe?	1
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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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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