

New Pasture Community Pre-School

Inspection report for early years provision

Unique reference number 314682
Inspection date 30/06/2009
Inspector Tara Street

Setting address New Pasture Lane Community Centre, Burstall Hill,
Bridlington, North Humberside, YO16 7NR
Telephone number 01262 679978
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

New Pasture Community Pre-School is run by a voluntary committee of parents and local people. It opened in 1988 and operates from the community hall situated next to the primary school in Bridlington, North Humberside. The group serves the local and surrounding areas. There are no issues which may hinder access to the premises. A maximum of 26 children aged two to five years may attend the setting at any one time. The group opens for eight sessions each week, term time only. Morning sessions are from 08.45 to 12.30 and afternoon session from 12.30 to 14.30 Tuesday, Wednesday, Thursday and Friday. Morning children are invited to bring a lunch box and stay over the lunchtime period.

There are currently 34 children on roll who are within the Early Years Foundation Stage (EYFS). Of these, 25 are in receipt of funding for nursery education. The setting supports children with learning difficulties and/or disabilities. The provision is registered by Ofsted on the Early Years Register.

There are three members of staff including the manager, who work directly with the children. All of the staff hold appropriate Level 3 early years qualifications. The pre-school receives support from the local authority and is a member of the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children receive high quality care in a bright and welcoming environment. They are supported well by enthusiastic and friendly staff who ensure that children's individual needs are met. Staff plan a wide variety of activities to promote children's continued progress in their learning and development. The use of self-evaluation is used effectively to monitor the provision and identify future targets. Management and staff demonstrate a strong commitment to continuous development.

What steps need to be taken to improve provision further?

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

- continue to develop the planning system to ensure the differing needs of individual children are clearly highlighted enabling staff to tailor their approach to each child
- continue to develop the use of the outside play area to provide more opportunities for children to investigate and explore living things
- update policies and procedures to ensure they are fully in line with the Early Years Foundation Stage Framework.

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

- maintain a record of identified aspects of the

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environment that need to be checked on a regular basis, including when and by whom they have been checked. (Suitable premises, environment and equipment)

The leadership and management of the early years provision

Effective safeguarding procedures are in place to ensure children's safety within the setting. This includes robust recruitment and selection procedures which ensure all persons working with the children are appropriately vetted. Children are well cared for by suitably qualified staff who have a very good understanding of their roles and responsibilities. Record keeping documents, policies and procedures are in place to guide staff practice. However, these have not yet been updated to ensure they fully reflect the EYFS requirements. Regular risk assessments and daily visual checks are carried out on both the indoor and outdoor areas, to help minimise risks to children. However, no record is maintained of these regular checks or when and by whom they have been made which is a requirement of the EYFS. Staff are committed to the improvement of the service and developing their knowledge of childcare and education. Good systems are in place to support staff's professional development. This includes annual appraisals and good opportunities to attend regular courses and workshops. Children are safeguarded, as staff have a good understanding of the child protection procedures and know what to do in the event of any concerns.

The manager and committee have good systems in place for monitoring and evaluating the practice. This includes actively seeking the views of staff, parents and children. Future plans are well targeted to bring about further improvement to the provision. Staff work closely with parents to ensure all children's individual needs are met, including those children with learning difficulties and/or disabilities. Parents are very involved in their children's learning as staff exchange regular information about their progress through notice boards, newsletters and daily discussions. Parents are encouraged to review their children's individual 'learning journey' records and are invited to comment on these and offer information about what the children have been doing at home. Effective links are made with other early years providers and outside agencies. This ensures consistency and continuity is promoted for children.

The quality and standards of the early years provision

Children make good progress towards the early learning goals as staff have a very good understanding of the EYFS. Planning documents cover the six areas of learning well and ongoing observations enable staff to record children's achievements and identify their next steps in learning. However, planning does not always clearly identify the differing needs of individual children. The well organised environment enables children to become independent learners which develops their confidence effectively. They make many choices, initiate their own activities and play imaginatively with the resources available. For example, children use a

variety of collage materials to make bumble bee pictures while others play imaginatively in the sand tray or role play area. Staff effectively extend activities by questioning and encouraging the children to think of different things they can do and make. As a result their imagination and creativity are well supported and promoted. Early literacy and numeracy skills are developed well. Children of all ages are competent in communicating through speaking and listening. For example, at registration time they name the days of the week and count how many children are present. They confidently use number during singing and story time and enjoy sorting and matching pieces of a puzzle. Children freely access a good supply of writing materials and resources which enable them to practise their early writing skills. For example, children confidently use chalks, rulers, hole punches, stencils and a variety of pens, which develops their pencil control and hand to eye co-ordination skills.

Children co-operate well with their peers, share and take turns and are developing an understanding about right and wrong. They are beginning to learn to take care of themselves. They clearly understand why they wash their hands before snack and have ongoing discussions with staff about how to keep themselves and others safe. Children experience a good range of regular activities both inside and outside which develops their co-ordination and balance skills. They eagerly participate in games, ride on bikes and explore tunnels, hoops and child-sized exercise equipment. However, opportunities for children to investigate and explore the features of objects and living things in the outdoor environment are not maximised because of the current layout of the play area. Staff are aware of this and are working to develop this aspect of the outdoor curriculum. Children's knowledge and understanding of the world around them is effectively promoted through daily resources and their involvement in a range of activities which look at different celebrations and cultures from around the world. Children's information and communication technology skills are enhanced as they experience a good range of opportunities to access a computer and a range of battery and programmable toys.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

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