

# Stamford Bridge Pre-School

Inspection report for early years provision

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**Inspection date** 01/10/2009  
**Inspector** Elizabeth Patricia Edmond

**Setting address** The Village Hall, Low Catton Raod, Stamford Bridge, East  
Riding of Yorkshire, YO41 1DZ

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**Type of setting** Childcare on non-domestic premises

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## 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*.

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## **Description of the setting**

Stamford Bridge Pre-school is an established setting for young children, and has been operating since 1974 based in the village hall. The village hall is situated on a main road of the village of Stamford Bridge and a large car park is available for staff and parents use. All facilities used by children are easily accessible being all at ground level. Two rooms are provided as the main play areas for the children with access to a large enclosed garden used for outdoor play. There are two designated children's toilets and wash hand basins and separate adult toilets. The group also have use of the kitchen.

Sessions operate Monday to Thursday mornings from 9.00 am to 12.00 am and on Friday mornings from 9.00am to 12.30 pm. Afternoon sessions operate from 1.10 pm to 3.10 pm, Tuesdays and Thursdays and on Friday afternoons from 1.15 pm to 3.45 pm on Friday afternoons. Some sessions are focussed on the needs of specific age groups of children. A parent and baby or toddler group runs on Monday afternoons. The group operates during school term time only.

The pre-school is run by a management committee made up of parents and other interested parties. The committee employ six full time and part time staff to work with the children; all of whom have relevant qualifications at various levels and/or experience. The group is a member of the Pre School Learning Alliance.

The setting is registered on the Early Years Register for a maximum of 32 children at each session. There are currently 60 children on roll in the early years age group. It is not registered on the compulsory and voluntary parts of the Childcare Register for older children. The group is registered with the local authority to provide funded nursery education to those children of eligible age and they receive support by their advisory service.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff work very closely with parents and the relevant support services to make sure that they have a detailed knowledge of each child's needs. This enables them to put effective plans in place to meet all children's individual care and learning needs successfully. Staff and management are motivated in their endeavours to make continuous improvements in the facilities and outcomes for children. They work particularly hard to continually evaluate and develop the facilities to make sure that the shared community building offers an exciting range of inclusive learning opportunities to all children. Facilities, resources and routines are, on the whole, successfully planned successfully to ensure that children become confident independent learners and so that they make good progress in relation to their starting points.

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

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

- continue to develop assessment systems so that the focus for children's planned learning can be more easily shared with parents and others; for example, by developing a periodical summary.

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

Children are effectively safeguarded due to the clearly defined procedures as well as effective recruitment procedures and training programmes at all levels. Similarly, all documentation necessary for the safe management of the provision is well organised, professionally maintained and kept up to date. For example, risk assessment documentation is clear and covers all matters thoroughly and staff are vigilant in maintaining daily records in relation to children's attendance, medication or accidents.

Staff and management are aligned in their motivated approach to doing their very best for the children's care and learning and they continually make relevant improvements as far as they are able. They are very motivated in their own professional development and are effectively supported by management. The supportive staff team and their continually developing skills and knowledge means that procedures to deputise, in the manager's absence, work very well in practice. Positive consultation with the village hall committee, advice from the local authority and suggestions from parents enable them to make good use of the premises despite the challenges of working in shared community building. For example, the ongoing development of the outdoor learning environment is having a very positive impact on children's learning and development during the majority of sessions. However, there are occasions when the numbers of children attending require the large hall to be used; this tends to limit their independent access to the full early years curriculum.

Staffing arrangements, liaison with parents and effective links with support agencies mean that children's individual needs are successfully supported. The grouping of children also means that they can benefit from opportunities which are planned around their specific needs. The learning and development needs of the younger children are particularly well supported. The effective introductory sessions, facilitated at the weekly tots group, provides the youngest children with a pleasantly calm introduction to the full range of activities.

There is good, clear general information for parents in the form of policies, procedures, notices and newsletters. They are invited to be involved in the group at all levels. They form an effective management committee and many enjoy taking their turn on a rota of helpers. This gives them a good insight in the how the group operates and into their children's lives as they develop and make their own friendships. The trusting three-way relationships, that children have with the staff and their parents together, further promotes the happy settled atmosphere; children learn to part easily from their parents and they benefit from their parents'

involvement at the setting. Regular questionnaires for parents mean that their concerns can be raised and dealt with in a positive manner. Parents contribute keenly to the inspection process and praise the staff highly for their hard work.

## **The quality and standards of the early years provision and outcomes for children**

Staff work hard each day to transform the village hall to make it as inviting to the children as possible and to give them as much choice in their learning as is practical within the constraints of the building. They have created a particularly stimulating learning environment in the outdoors where children confidently initiate and extend their play and learning during most of the play sessions. Children are sometimes exceptionally creative in their learning in the outdoors. For example, they work very well in small groups together to create a birds nest from the fallen leaves yet often concentrate studiously at their chosen tasks as they experiment with the sand and water. Also, because the outdoor area is well resourced with open-ended equipment, a simple game with the cars and tricycles can quickly be transformed into more involved play when more able children join the game and turn the play house into a garage.

There is, at most sessions, a highly effective balance of child initiated learning and, adult led, small group work. Consequently, children increase their confidence as individuals within the group and they develop excellent social skills. They listen attentively to the adults as they talk and confidently take their turns at games or to speak to the group. They demonstrate considerable respect for each other in their play; they readily and whole-heartedly apologise with the minimum of adult support when they have accidentally upset another. The positive emotional environment and the warm praise and encouragement they receive for the efforts and results means that children learn the necessary good behaviour that aids their learning. Children become confident in the well rehearsed routines that promote very high levels of independence in relation to their welfare and their learning. For example, they confidently write out the day's menu, capably serve their own snacks, and indicate with their name card to say they have had it. Staff are skilled in supporting children's learning and development wherever they choose to play and learn. For example, they skilfully use conversational questioning to help younger children to think about the colours and shapes they are using and to find their name cards for self registration or by encouraging more able children to label their own models outdoors or to count how many children need to be added to the register for the session once they have added the numbers of boys and girls together.

Staff work very closely with parents, and make astute observations of children at play to establish their level of development. On the whole, they use this with great success to plan for children's continued learning and development across all areas of learning and to keep parents fully involved.

However, the current presentation of the 'Learning Journey' assessment system can appear a little complicated and therefore potentially difficult to share the focused plans for each child's learning with parents and others. Termly open evenings are used effectively to involve parents in their children's learning and

development in the form of a feedback sheet.

Children develop a clear understanding of how to keep themselves safe whilst on the premises. They learn the climbing and balancing skills which are necessary for keeping themselves safe as they become more mobile and adventurous in their play. Because the youngest children are cared for at separate sessions, they can be effectively supervised and supported in their health and safety needs. Children confidently discuss their health and hygiene needs with staff which helps them to become more aware and capable in managing their own needs. Older children explain very confidently that they need to wash their dirty hands before having their snack, otherwise the germs might make them sick. Children enjoy the healthy snacks and they develop a good level of independence in this. They are very skilled in pouring their own drinks and systems are such that staff can easily make sure that all children have had a drink during the session. Well nourished and effectively hydrated, children concentrate well at their play, enjoy being active in the fresh air and are pleasantly good humoured.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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