

# Newport Pre-School Group

Inspection report for early years provision

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**Unique reference number**

314683

**Inspection date**

09/11/2009

**Inspector**

Kathryn Margaret Clayton

**Setting address**

Recreational Hall, Main Road, Newport, North Humberside,  
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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*.

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).

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## **Description of the setting**

Newport Pre-School opened in 1998 and operates from two rooms in the village hall. It is situated in Newport a rural village of East Yorkshire. It serves the local and wider communities. A maximum of 36 children may attend the pre-school at any one time. The pre-school opens each weekday from 9.15am until 11.45am during term time only. All children access an enclosed outdoor play area. There are currently 23 children aged from two to under five years on roll. The setting provides funded early education for three and four-year-olds and supports children with learning difficulties. The pre-school employs seven staff, five of whom hold appropriate early years qualifications.

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

Overall the quality of the provision is good.

This is a welcoming and friendly setting that works hard at meeting the individual needs of the children who attend. Most aspects of the educational programme are carefully considered and help children to enjoy their time at the pre-school and progress well. Safeguarding children's welfare is given a high priority by management and staff. There are good partnerships with parents, the local school and other agencies, although links have not been established with other providers children attend. The setting evaluate their own practice but do not canvass and reflect the views of everyone who is involved with the pre-school. By continually considering areas to work on, the pre-school show a good capacity for continuous improvement.

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

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

- develop children's information communication and technology skills by providing and using a range of suitable equipment
- further develop the use of the next steps that have already been identified to plan for individual children's learning
- develop effective working relationships with other providers offering the Early Years Foundation Stage, ensuring information about children's next steps for development are discussed and shared to ensure continuity and progression
- use the ideas and views of all parties involved in the setting when evaluating practice.

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

There are a good range of well-organised policies and procedures that are understood by staff members and support the smooth running of the pre-school. Before every session staff undertake daily checks to ensure the play areas are safe

for children to use. Staff are vigilant with regard to safety matters, such as security and so make sure children are protected. All staff have undergone safeguarding training and understand the signs and symptoms that may cause concern. There are clear procedures to follow with contact details readily available should they be concerned about a child's welfare. The systems in place for administering medication and dealing with accidents and complaints from parents are clearly identified. All staff are checked to make sure they are suitable to work with children.

Management and staff understand the importance of continual improvement. They work closely with other agencies and are happy to take advice. All staff are involved in regular training and are actively encouraged to undertake relevant qualifications. The setting has a good range of well-organised resources that children can easily access and identify as they are labelled with pictures. Children learn about being careful with resources, by recycling paper and using boxes for making models. The setting find out full details of children's individual needs before they start to attend. Children for whom English is not their first language settle more easily because staff learn and use some words in their language and encourage the children's parents to stay with them. The setting evaluate their provision and identify areas for improvement, although they do not involve parents or children in this process.

Parents are kept well informed about their child's progress and activities undertaken at the setting. Communication with parents is through discussion, by newsletter, open mornings and parents evenings. They are also invited to Christmas plays and sports days. Parents are complimentary about the pre-school and are encouraged to be involved in the setting, for example, by sharing their own skills. When children first attend staff complete a daily diary for parents and this helps children to settle more easily. The pre-school develop good relationships with other agencies such as support workers and council consultants. The links with the local school regarding transition of children are firmly established and this benefits children when they leave the setting and start school. Currently there are some children who attend other settings and there are no systems in place to link to these to enable continuity and progression in children's learning.

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

Children have established routines and feel settled and secure in this well resourced pre-school. They have plenty of space and enjoy learning both indoors and outdoors. They use the space safely and confidently. Attractive displays and good quality resources reflect positive images of our diverse society. Children behave well and are becoming increasingly independent, for example, they pour their own drinks at snack time. Children concentrate and persevere with activities and are happy to help each other. The positive atmosphere where they are consistently praised helps children to feel a sense of belonging and promotes their self-esteem. Caring staff give good support to children as they settle into the pre-school. Staff plan a wide range of interesting activities and carefully observe and record children's progress, identifying the next steps in their learning. However,

this information is not always effectively used to plan for individual children's ongoing learning.

Many children can recognize their own names at carpet and snack time and some draw recognizable letters when using the mark making area. They draw and talk with confidence about what they are doing. Children are encouraged to count as they play, the number of children on the carpet, fish in the tank, or children on the bus. Children used pegboards with interest and carefully complete puzzles and games with the effective encouragement of staff. Opportunities are taken to introduce children to shape and colour. Children with additional needs are well supported with outside agencies involved, additional one-to-one support and clearly identify targets to work towards.

A good level of activity is experienced both indoors and outdoors, so promoting children's good health. For example, children use a large slide and climbing frame within the main indoor play area and the setting invited a local sports teacher in to talk to the children about fitness. Healthy snacks such as apple, cucumber and breadsticks with water or milk are available at every session. Children are encouraged to wipe their hands before eating snack and have soap, paper towels and steps to support hand washing after toileting. Children learn about the environment they live in when they grow cress to eat at snack time, or walk in the local park. Children are very much involved in the local community and enjoy celebrations, parties and sports days.

Children enjoy exploring their senses through paint and collage activities, role play and singing. They do not always have good opportunities to develop their skills in using information, communication and technology equipment as the computer is not always available for use and there are few other items that are in working order.

## 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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	2
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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	3

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