

Willerby & Kirk Ella Pre-School Ltd

Inspection report for early years provision

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EY314754

Inspection date

14/10/2009

Inspector

Diane Lynn Turner

Setting address

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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

Willerby and Kirk Ella Pre-School Ltd is a privately owned provision that has been operating for a number of years. It was re-registered in 2005 due to a change of ownership and is based in St Andrew's Memorial Hall in Kirk Ella in west Hull. Children are cared for in two rooms within the hall, with access to toilet and kitchen facilities and an enclosed area for outdoor play. Session times are 9.15am to 11.45am, Monday to Friday during term time, with the option of staying for a lunch club from 11.45am to 12.45pm.

The pre-school is registered on the Early Years Register to care for a maximum of 39 children at any one time, none of whom may be under two years of age. There are currently 52 children attending. There are 12 members of staff employed at the setting, with the majority holding recognised childcare qualifications. The group is a member of the Pre-School Learning Alliance and receives support from the local authority development workers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting is well-organised and provides a welcoming and supportive learning environment. Staff offer children a good range of activities, which cover all areas of learning, and they help them to settle into the group in a warm and friendly manner. The partnerships with the parents, carers and other agencies are promoted well and ensure the needs of all children are met successfully, and that they receive any additional support they may need. Children are kept safe and secure and all of the necessary documentation is in place; however, this is not always maintained effectively. Effective systems are in place for self-evaluation to identify priorities for future development and ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure a record is kept of all accidents and first aid treatment (Safeguarding and welfare).
- 14/10/2009

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

- ensure hand washing is promoted before snack time to help children learn how this contributes to a healthy lifestyle.

The effectiveness of leadership and management of the early years provision

Staff have a secure knowledge and understanding of safeguarding children and their responsibilities in regard to child protection issues. A range of clear policies, procedures and supporting information is in place and risk assessments are undertaken on a regular basis to identify and minimise any risks to the children's safety. Doors are always manned by a member of staff at dropping off and collection times and details are obtained if someone other than the parent is collecting a child. Effective recruitment and vetting procedures are followed to ensure any new staff are suitable to work with children, and training needs are identified and appropriate courses accessed. The owner leads the staff team very well and has a clear vision of what it is she wants to achieve for the setting. All members work very well together and this is particularly evident when they present activities in pairs. They meet regularly to plan the programme of activities and discuss how the next steps in the children's learning will be promoted and they all have areas of responsibility, such as taking the lead on planning for the different areas of learning. Documentation is maintained effectively overall and whilst staff are vigilant in discussing any accidents the children sustain at the setting with their parents, they occasionally overlook making a written record of this, which is a welfare requirement.

The setting strives to promote equality and diversity and offer a service that is supportive of all children and their families, and is very successful in achieving this. Children with special educational needs or disabilities are very welcome to attend, with staff providing one-to-one support where needed, obtaining specialist equipment and working closely with the parents and other professionals involved in their care, to ensure their needs are fully met. Care plans are drawn up for children with any health issues and staff attend appropriate training to ensure they feel confident in meeting these. Very good partnerships are maintained with the parents. They receive a prospectus when the placement begins and useful information is displayed in the waiting area. Staff value the parents as the primary carers and ensure they are fully involved in the children's learning. For example, parents are invited to share their skills with the children, and the children are encouraged to take the soft toys 'Bert', 'Betty' or 'Terry' home so the parents can help record their adventures with them in the toy's diary. Parents are happy to talk about the setting and are positive about the care their children receive, stating for example, that their children are 'safe and in good hands'. Good relationships are also developed with the schools the children move onto, which helps to ensure the transition is a positive experience for them.

Effective systems are in place for monitoring and evaluating the provision. A suggestion box and comments book is available for parents and all staff have contributed to the Ofsted self-evaluation form, which clearly identifies the setting's strengths and areas for improvement. For example, staff have identified that the provision of a larger area for gardening activities would enable the children to grow a wider variety of fruit and vegetables and they have identified how this can be achieved. An additional toilet and ramp have also recently been installed to help improve access to the building and the facilities for those with disabilities.

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

Staff have a good understanding of the Early Years Foundation Stage and effectively plan activities around the children's interests. They carry out observations of the children, as they learn through play, and maintain a learning journey for each one. These include written observations, photographic evidence, examples of the children's work and an overview sheet to track their progress in all six areas of learning. Staff have caring relationships with the children and support them well during activities. They provide a good balance of adult-led and child-initiated activities which enables the children to learn in different ways. For example, they are able to choose from the activities set out, to work as part of a small group during number and physical activities, and to listen to stories together. The environment is well set out and enables children to move about freely, with good use made of the smaller room for activities, such as singing accompanied by the piano and organised games with the parachute.

Staff present the activities in a fun way and their enthusiasm inspires the children to take part. For example, they make excellent use of puppets, such as 'Terry the Toucan' to gain the children's attention at group time and they encourage them to develop their counting skills and understanding of simple calculation as they bounce their toy dogs on the parachute, and identify how many are left when one falls off. They hide shapes around the room for the children to find, which is an activity the children join in with enthusiastically, beaming with pride as they put the shape in the corresponding collection box. Very good support is provided for children who are less confident. Staff sensitively encourage them to take part in the activities and they give high priority to helping all children to be kind and considerate, and to treat one another with respect. For example, they hold a 'caring and sharing' week at the beginning of each term, which helps new children to settle and start to form friendships. The children learn to behave well and they develop high self-esteem. This is evident as they find their name card on arrival and readily help to put the toys away when the 'tidy up' music plays, cooperating well as they carry the boxes together. They work together to create artwork on a large scale when each child's contribution is valued and appreciated. For example, as they make a large rainbow using hand prints. Their achievements are shared at group time, and acknowledged with reward stickers.

Children develop a strong sense of security and understand the issues relating to safety. They are very confident and self-assured in the setting, promoted by their good understanding of the daily routines. Their understanding of keeping themselves safe is developed through staff explanation and sensitive reminders, such as why they should not run indoors, and why they need to wait until the person in front has finished on the slide before having their turn. Their understanding of fire and road safety is reinforced by visits from the local firefighters and police officers, who talk to them about their roles and provide various activities.

Children demonstrate a sound understanding of personal hygiene and relate how

washing their hands helps to get rid of germs. Staff ensure the children routinely wash their hands after personal care and before eating their lunch; however, they do not ensure they do so before snack. Children learn about foods which contribute to a healthy diet as they plant, tend and harvest items, such as tomatoes and strawberries in the raised beds and the child-friendly 'greenhouse'. They enjoy fresh fruit and salad items for their snack and staff are aware of any individual dietary needs and ensure these are adhered to. Children have opportunities to develop their physical skills both indoors and outside. They enjoy being outside in the fresh air and using equipment, such as wheeled toys, and they learn to negotiate obstacles, such as steps as they use the slide indoors. Children have opportunities to develop control of their bodies as they move to music and pretend to be swimming under the sea, and as they join in with games, such as 'The farmer's in his den', when they join hands and move together in a circle, a task they manage very well.

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

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

The effectiveness of leadership and management of the early years provision

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

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

Outcomes for children in the Early Years Foundation Stage	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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