

Burniston and Cloughton Pre-School Playgroup

Inspection report for early years provision

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Inspector	Christine Tipple
Setting address	The Reading Rooms, High Street, Cloughton, Scarborough, North Yorkshire, YO13 0AE
Telephone number	01723 871227
Email	
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Burniston and Cloughton Pre-School Playgroup has been registered since 1992. It is managed by a voluntary committee. It is situated in the village of Cloughton. The group has sole use of the community building. There is an enclosed yard for outdoor play and use of the adjacent village grassed recreation area.

The pre-school is registered on the Early Years Register. A maximum of 26 children may attend at any one time. There are currently 43 children aged from two years old to under five years old on roll. The pre-school has children attending with physical disabilities. The pre-school receives funding for the provision of free early education to children aged three years old and four years old. The pre-school is open in term time only from 9.00am to 3.00pm Monday to Thursday, which includes a lunch time session and Friday 9.00am to 1.00pm, which also includes a lunch session.

The committee employs four staff and they all have relevant qualifications at level 3. Parents may attend to assist at the sessions as part of a rota system. The pre-school is a member of the Pre-School Learning Alliance and the area early years cluster group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are very well supported in all areas of their learning and development by a committed and caring staff team. This ensures all children are successfully making progress relevant to their starting points. Staff fully promote children's individual needs in an environment which places priority on children's health, welfare and safety. The observations and assessments carried out by staff, along with the very good range of resources and activities, engages and extends children's skills effectively. Children participate in their community and positive links are established, particularly the excellent partnerships with other agencies and the school. The staff with the management committee, review and evaluate their practice and provision for the children, which identifies areas to develop and improve and to further build on current good practice.

What steps need to be taken to improve provision further?

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

- review the staff induction programme to ensure this reflects current practices
- further develop parent's contributions to their children's learning and development.

The effectiveness of leadership and management of the early years provision

The staff are well informed about safeguarding the children in their care. They have attended regular training in relation to protecting children. The risk assessments in place cover indoors, outdoors and all outings to effectively promote children's safety. The full range of the pre-school's policies and procedures, records and documentation are regularly reviewed, to ensure their practice reflects current guidance and regulations. The recruitment process is clear and follows all checks to ensure those working with the children are suitable to do so. However, the induction programme does not fully reflect current practices. Staff appraisals provide ongoing assessment for the staff to enable further self development through training, including higher qualifications. The staff, parents, children and the local authority all contribute to how the pre-school evaluates its practice. The staff have a positive approach to self development and clearly identify what needs to improve. The staff are committed to offer a quality provision for the children, where their needs and progress are given high priority. A clear action plan is in place, which provides timescales for completion of future developments. The pre-school environment is very well organised to promote and enhance all areas of learning for the children. Staff work exceedingly well as a team and complement each other in their skills, which are recognised and utilised effectively. The rich and varied range of resources and equipment is easily accessible to the children for them to extend their interests and natural curiosity. This offers children a stimulating and purposeful time. The excellent deployment of resources and staff's knowledge and understanding of the areas of learning fully supports and enables children to progress. The key person system works effectively to provide consistency and promotes children's well-being and sense of belonging. Children are active in their understanding of recycling materials and the staff order resources which are from sustainable sources.

The partnerships with parents are very good. They are provided with a wide range of information, such as the welcome pack, newsletters and notice board. Staff ensure there is time for daily contact and discussions as required by parents. The parent's rota is in place to engage parents with their children's play and learning at pre-school. This can be further extended in them being part of the voluntary management committee. The children's 'I can do' files are readily accessible to parents and provide a wealth of photographs and comments, which capture those special moments in their child's play. Opportunities for parents to make comments and add information in relation to their children are encouraged by staff but not yet sufficiently implemented. Feedback from parents is very positive and they speak highly of the staff. They recognise the range of wonderful experiences and activities their children receive and how they enjoy coming to pre-school. Staff have built excellent relationships with other agencies in their support for children with special educational needs and/or disabilities. This has enabled other professionals to work within the pre-school with children, to share information and practices in ensuring inclusion and support continues for the children. Transitions for children into school are managed exceptionally well and enables children to be comfortable and informed of their new surroundings. The information booklets with photographs and the sharing of celebrations, visits and taking part in the

nature walk with school, all contributes to children's self assurance and confidence in moving on.

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

Staff provide the children with a welcoming and well managed child-centred environment. Staff provide calm and secure surroundings, where they effectively support children's emotional needs. This enables children to be motivated and interested in what they do. They are keen to explore and experiment with the wide range of activities and resources in place. Children make decisions in what they do and to take positive levels of responsibility for their behaviour. Staff give children the space to negotiate between themselves, to sort disputes and agree whose turn it is next and only intervene when necessary. The children have continuous play through the sessions and group time is incorporated into this to enable children to have time together, which overall does not disrupt the flow of play for them. The excellent use of the inside and outside offers children positive choices relevant to their needs. The observation system in place is used by all the staff in the areas they are with the children during the sessions, such as in the role play area or outside. This enables them to monitor children wherever they choose to play and to further identify their interests and ideas and the learning taking place. Staff meet weekly to assess this information and what the next steps are to ensure progress is planned and relevant to each child. Staff continue to monitor children's progress through the year, so all areas of learning are fully incorporated into their play and ongoing learning. Children have 'I can Do' files, which are a collection of their photographs and includes the staff and children's comments on what they are doing. These are always accessible to parents to look at and comment on. Children enjoy the outside and being physical. The range of activities supports and develops their skills, to climb and balance, to manoeuvre around obstacles and to use tools, such as scissors and knives, which they cut fruit and vegetables with. Children enjoy being in the sand, digging and planting seeds in the tubs. Number games and role play are all extended outside, which enables children to be actively engaged.

Children develop very good speaking and listening skills through the range of opportunities to interact with others. Children through daily group time, talk about what they have brought in or share news and this promotes positive listening skills. Staff positively engage the children to ensure open questioning is used to support children to participate and discuss their ideas, which staff respect. The home book lending service further promotes reading together for parents and their children. The well resourced book area invites the children in to look and be interested in books. Language development is a key strength, with the staff in engaging and supporting children in extending their vocabulary. Children have various mediums and tools to mark make with, they self register and become familiar with letters in their names, this includes the youngest children. Good use is made of visual images and computer games, which all contributes to extending and promoting children's communication, language and literacy. Children count and use numbers through their play, to make connections, such as how many pieces of fruit on the plate. Children sort and match as part of their everyday play, using bricks to decide

which piece fits where and they measure how high the climbing frame is. Children making their own play dough, do so following the recipe, counting how many spoons of flour needed. Games and activities thread through all areas of the pre-school, so number and language is incorporated very effectively. The creative area is well resourced with a range of different mediums and tools. Some activities have levels of adult support, such as the vegetable printing but children can select and create as they want. Role play and small world resources are significant for the children, particularly when first settling in.

Children are confident in managing their personal care and all facilities fully support this. Staff have comprehensive details of the care of children when they are ill to minimise cross infection. Children have a range of delicious snacks provided, which are healthy and offer a balance through the day. Children decide when they take their snack and this is very much a social event for them. Parents provide their children's lunches and this is mostly a healthy selection as promoted by pre-school. The staff's excellent approach to the children being safe and enabling them to take levels of responsibility and risks in what they do when using the full range of tools and equipment is very good. The layout of the provision is highly effective in enabling children to freely choose what they want to do and to encourage children to make decisions, which includes how to be safe in what they do. Other additional activities provides them with knowledge of 'people who help us' and of stranger danger and crossing the road safely. These all contribute to them having a positive understanding and skill in making decisions at their level about keeping themselves safe. Children are confident and develop very good levels of independence through the sensitive and caring relationships with the staff. This promotes a positive sense of belonging for all the children.

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	1
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	1
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

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	1
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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