

Yewdale Pre-School Nursery

Inspection report for early years provision

Unique reference number 317628
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Inspector Diane Roberts

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Yewdale Pre-School Nursery is run by a management committee. It opened in 1997 and operates from two rooms in a neighbourhood community centre. Children aged two years are provided for in the community hall and children aged three and four years in the purpose-built attachment to the main building, accessed via the community hall. All children share access to an enclosed outdoor play area. The nursery is in a residential area on the outskirts of Carlisle. It is open each weekday from 9am to 1pm during school term-time. A holiday play scheme operates as required during school holidays.

The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 50 children may attend the nursery at any one time. There are currently 51 children aged from two to under five years on roll, some in part-time places.

There are nine members of staff and one apprentice, seven of whom hold early years qualifications to at least level 2. Three members of staff are working towards qualifications. The setting provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time at the setting as most have access to a reasonable range of activities which interest them and help them make progress. However, children in the two-year-old age group do not have as broad a range of activities as older children. Observations of children's play are generally recorded and used to inform planning for their next steps in learning, but this is not consistent throughout the setting. In the main, suitable action is taken to promote children's welfare. However, there are no systems in place to prevent intruders entering the premises and security is not referred to in the risk assessments. These are breaches of requirements and compromise children's safety. The setting has adequately addressed recommendations made at the last inspection, showing some capacity for improvement. Nevertheless, they have not sufficiently taken on board comments from professional advisers.

What steps need to be taken to improve provision further?

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

- take steps to prevent intruders entering the premises (Safeguarding and promoting children's welfare) 08/01/2010
- make sure risk assessments identify aspects of the environment that need to be checked on a regular basis and maintain a record of these particular aspects 08/01/2010

and when and by whom they have been checked.
(Suitable premises, environment and equipment)

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

- further help to develop practitioners knowledge of Early Years Foundation Stage and make sure they have a clear understanding of their roles and responsibilities
- develop a systematic and routine approach to using observations of every child to ensure they help in deciding where they are in their learning and development.
- further develop the range of experiences for children aged two years, making sure they are appropriate to their stage of development and are based on their individual needs as they progress towards the early learning goals

The effectiveness of leadership and management of the early years provision

Children's safety is compromised at this setting as areas used by them are open to the general public. This means, intruders can enter the building unchallenged putting children at risk and, although risk assessments are in place, this particular aspect is not included. Thereby, the setting does not meet all required duties or monitor and evaluate the effectiveness of its policies and practices effectively to safeguard children.

There are sound contingency plans in place with regard to any absences of staff. For example, there are reliable strategies for appointing an acting manager in the manager's absence. Robust staff vetting and checking procedures are in place and most staff have a general understanding of safeguarding procedures and knowledge of the Early Years Foundation Stage (EYFS). However, there is a lack of a systematic approach to using observations of children aged two years. This together with a failure to consistently plan a suitable range of experiences for children in this age group shows that some practitioners have failed to gain a sound knowledge of the Statutory Framework for the EYFS. Recommendations raised at the previous inspection have, in the main, been appropriately tackled well in terms of improved outcomes for children showing a reasonable capacity for continuous improvement. However, the setting is presently experiencing changes to key personnel and their roles due to staff absences. This means, actions such as reviewing of policies and procedures are presently on hold, together with an evaluation of the setting's service.

The setting has a wide range of good quality resources including those that teach children about the wider world. Children aged three and four enjoy a stimulating and challenging environment where they can freely select their play materials and activities. However, the range of accessible resources for children aged two years is more limited throughout the session as play materials are pre-selected by staff each day. This, together with a lack of planning for this age group means, generally, the two-year-olds do not benefit from the wealth of opportunity enjoyed

by children aged three and four years.

Parents and children's views are often sought and acted on and a reasonable amount of information about the early years provision can be gained via the notice boards and posters on the EYFS. Parents are encouraged to share what they know about their child when their child first starts to attend and are informed about their children's achievements and progress through a two-way flow of information. The setting works with external agencies and services to ensure a child gets the support he or she needs and liaises with other providers delivering EYFS to ensure progression and continuity of learning and care for individual children.

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

Throughout the setting children are generally settled. Those aged three and four are greatly encouraged to become active, independent and inquisitive learners as they can easily access a suitable range of activities covering all areas of learning. This means children are engaged in their learning. Assessment files have been developed for all children and, on the whole, information from observation and assessment is reasonably well used to plan for individuals. This ensures children are offered an enjoyable and challenging experience across the areas of learning. However, this is inconsistent throughout the setting. This means that some activities for the two-year-old's lack challenge and extension, especially as not all staff have a secure enough knowledge of children's individual next steps of learning.

Children behave reasonably well, join in, cooperate and share with each other demonstrating their positive attitudes towards learning, including their desire to participate and willingness to make choices. They make friends, respect each other and accept each other's differences. For example, children often play in pairs, threading beads or making pictures as they share crayons. In the main, children are very industrious, demonstrating good levels of concentration as they roll out play-dough or complete jigsaws. The large collection of photographs in the room for three and four year old's ensures the room looks inviting and welcoming and encourages children's sense of belonging. On the whole children are beginning to develop skills for the future by applying skills in communicating, literacy, and numeracy as they undertake such activities as looking at books and completing jigsaws. They are inspired to dress up and role play as they choose from the wide range of resources, greatly admiring themselves in the mirror as they dress as police officers or try on the collection of hats. Older children have great fun imaginatively playing with small ladders as they become fire fighters or whilst posing as police officers with mobile telephones. Children enjoy repairing the stable they have built for the Christmas story using the play-drills. They confidently and independently dress and undress themselves in costumes for the Christmas concert, helping one another and chatting excitedly about the role they have to play.

Good health and well-being are encouraged with children washing their hands before eating and clean and well-maintained premises. Children are generally

encouraged to develop the habits and behaviour appropriate to good learners, their own needs, and those of others. They are usually praised for their efforts and clear and consistent boundaries are shared with parents and children. Throughout the setting, children appear confident with adults, showing they feel safe. They learn about safety as they are reminded to use furniture, such as chairs, safely and are able to safely enjoy riding bikes and other wheeled apparatus indoors without disturbing those playing with quieter activities.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
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	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Arrangements for safeguarding children)(also applies to the voluntary part of the Childcare Register) 08/01/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Arrangements for safeguarding children) 08/01/2010