

East Bierley Pre-School

Inspection report for early years provision

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Inspector

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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

East Bierley Pre-School is committee run and has been established since 1978. It is registered on the Early Years Register for 26 children in the early years age range, between the ages of two and five years. There are 46 children on roll. The group operates from two rooms within St Luke's Church Hall in the village of East Bierley, serving families from the local residential area. The main playroom is situated on the first floor and there is a smaller room on the ground floor. Bathroom facilities are accessible on both floors.

The provision is open each weekday morning during term time from 9am until 12pm and on Monday, Thursday and Friday afternoons from 12.15pm until 3.15pm. There are six staff employed, of these, three have a level 4 qualification and one has a level 3 qualification in child care, one has a level 2 qualification and one member of staff is undertaking a qualification. The group receives advisory teacher support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The leadership and management is very effective, and successfully involves all staff, parents and children as part of the ongoing evaluation process, identifying most areas for improvement. The staff team work well together and are committed to the development of the setting. Relationships with parents, other providers and agencies are well established and effective in ensuring that all children receive individual support and continuity of care, enabling all children to make good progress.

What steps need to be taken to improve provision further?

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

- obtain information about what the children already know and can do when they first start to attend
- ensure that computer wires do not pose a hazard to children or their families.

The effectiveness of leadership and management of the early years provision

Safeguarding policies and procedures are understood by all the staff and parents and are appropriately implemented and monitored. Designated staff have a suitable understanding of their roles and responsibilities and share their knowledge with other staff to ensure that children are protected. Vetting procedures are robust and ensure that the staff working with the children have undergone the required background checks and have the appropriate qualifications, skills and experience. Well-documented risk assessments and daily safety checks ensure that

most hazards to children are minimised, however, computer wires pose a tripping risk. Security of the premises is well monitored, ensuring that the staff have an accurate record of when visitors, parents, children and staff are on the premises.

Communication with parents is mostly effective and results in good partnerships; the management committee is made up of parents and there is a flexible settling-in period. Additionally, displayed notices, parents' evenings, photographs of children at play and daily verbal exchanges of information, effectively describe organisational aspects of the group. However, information about what the children know and can do when they first start to attend is limited. Parents comment that they are confident about the care and education their children receive and are able to contribute to their children's learning. Partnerships and links with other providers effectively support children to make a smooth transition between settings.

Efficient management and planning makes good use of all available resources, using the skills of the staff and parents, the environment and equipment to support children's well-being, learning and development. All children and their families are valued as individuals and equality of opportunity is firmly reinforced through creating an environment which celebrates diversity and challenges discrimination and prejudice. All the staff team have clear plans for achieving improvements and since the last inspection changes to records, safety and planning have significantly improved the learning environment, enabling the children to make good progress in all areas. Additionally, further evaluation of the setting's strengths and weaknesses successfully targets areas for development, for example, the outdoor play provision.

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

The children are enthusiastic learners and are eager to join in with all activities. They are confident and independent in an environment which supports their learning and development in all areas. During their everyday play they quickly become involved in a good range of activities, such as painting, role-play, mark making and construction. The children develop a good understanding of information and communication technology, for example, they show a high level of concentration and skill as they independently complete a simple matching activity.

The children's creativity is well developed and they explore a wide range of recycled materials for model making, for example, using cans to make a tin man, decorating lanterns for Chinese New Year and papier-mâché balloons from waste paper. They use their imaginations well during role-play setting out the table to cook and feed the dolls; additionally, they feel confident to transport resources between activities to develop their train track construction to include animals and figures. The children enjoy the company of staff and are happy in their care, for example, younger, less confident children settle quickly as staff offer their reassurance and encouragement.

The children are able to express themselves and to communicate clearly with

adults and their peers. They join in at story time, chanting out the familiar parts of a story about a witch. They listen intently during a puppet show and eagerly make hand actions and noises as part of the story. The staff are skilful at holding the children's attention which ensures that all the children are involved and able to participate with enthusiasm. Children are well behaved and know their boundaries, they listen to staff instructions and explanations and follow routines eagerly, for example, at tidy away time.

The children use number and mark making as part of their play, writing their names with confidence on their art work, looking for their printed name as they arrive and depart and handling pencils and pens competently. They develop a good understanding of being healthy and enjoy a good variety of healthy snacks, choosing bananas, apple and orange. They are physically active and use larger equipment to balance and pedal, making good use of space for construction and games.

The staff have a good understanding of the developmental needs of the children; they are confident to observe and record their progress with written captions and photographs. Their observations are closely linked to the six areas of learning and effectively identify the individual learning needs and interests of the children and inform planning for the next steps in their learning. This information is shared frequently with parents to ensure that they are fully aware of and involved in their children's development.

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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

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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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