

Hackness and District Under Fives

Inspection report for early years provision

Unique reference number	400456
Inspection date	14/01/2010
Inspector	Linda Cook
Setting address	Hackness Village Hall, Hackness, Scarborough, North Yorkshire, YO13 0JW
Telephone number	01723 882356 am
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Hackness and District Under Fives has been registered since October 1992, and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a registered charity managed by a voluntary committee. It operates in Hackness Village Hall on the edge of the North Yorkshire Moors, approximately four miles from Scarborough and four miles from East Ayton. The group uses the main hall and associated facilities and an enclosed area for outdoor play, the adjacent recreation field is also used.

The provision serves the immediate and the wider surrounding rural area. The group is a member of the Pre-school Learning Alliance. Children aged two to under five years old attend. The group is open from 9am to 12.30pm Monday to Friday. On Monday and Wednesday the group is open from 9am to 3pm, term time only.

The group is registered with the local authority to provide funded nursery education places for those children of eligible age. There are currently 25 children on roll. Children with special educational needs are supported. At present there are no children who speak English as an additional language attending. The committee employs five staff, all of whom have an relevant early years qualification. The group welcomes parents' participation. They also receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are cared for in a very well-organised and welcoming environment, where excellent attention is given to ensuring they are kept safe and secure. All aspects of their welfare and learning are promoted very successfully by experienced staff who are highly committed to improving outcomes for children. The excellent partnership with the parents and the Pre-School's very positive approach to inclusion ensures all staff are very well informed of the children's individual needs. All of the necessary documentation is in place and is successfully implemented, with highly effective systems to monitor the service and identify areas for development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further partnerships with other providers who deliver the Early Years Foundation Stage to ensure consistency in care and learning for children.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is given highest priority. Safeguarding procedures are robust, regularly reviewed and staff are fully aware of their responsibility to protect the children in their care and attend safeguarding training. Clear and thorough vetting procedures are highly effective in ensuring that all staff working with children are suitable to do so. Rigorous risk assessments covering all areas of the provision and outings ensure risks to children are successfully recognised and minimised.

Clear, comprehensive policies and procedures, which are shared with parents, and consistently implemented underpin the smooth day to day running of the Pre-School, and staff are very clear in their roles. An extremely knowledgeable and committed staff team work very well together. The highly motivated and experienced leader very ably supports staff and they have a shared vision for future developments. Well planned inductions, weekly staff meetings and an effective staff appraisal system ensures individual strengths and development needs are identified. As a result, staff keep up to date with changes and continually expand their knowledge and skills and are effectively deployed. Staff fully recognise the importance of self-evaluation in driving continuous improvement, and this is embedded throughout and fully embraced by staff through reflective practice. Feedback from parents and children is well considered and used to inform the Pre-School's comprehensive self-evaluation process. Recommendations made at the last inspection have been successfully implemented. Regular observations of individual children are now used to inform planning to maximise their learning and facilities provided for those children who need to rest.

The excellent partnerships with parents are highly valued by both the staff and parents. The daily contact and sharing of information is seen as key to ensuring children's varied changing needs are supported and celebrated. The comprehensive information sought from parent when a child starts ensures staff are fully aware of their individual starting points, interests and routines. The allocation of a key worker provides a consistency which builds very positive relationships for children and parents. Parents are encouraged to add their comments to the children's learning records which they take home on a regular basis. Other information is made available to parents in a detailed and well presented prospectus, a welcome leaflet, regular newsletters, notice boards, displays of children's work and photographs. Feedback from parents is extremely appreciative of the service provided and offers high praise for the staff's commitment, the wonderful range of activities and experiences their children receive and the positive impact this has on their learning and all round development.

Partnerships with other providers continue to be developed, with discussions haven taken place on how information is to be shared when children attend more than one setting to ensure consistency of care, however at present there is no established system in place. The Pre-school has developed strong and effective

partnerships with local schools. Children and staff make visit to each others settings and information is shared to successfully aid smooth transitions.

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

The environment is very well organised with defined areas of learning. A very broad range of resources which are well maintained, age appropriate and cover all areas of learning are made accessible to the children for self-selection. As a result, children are eager to explore all that is offered, initiate there own play and learning extremely well and remain actively engaged. Children have free flow access to outdoor play, here they delight in physical activity and fresh air. The recent development of the outdoor area provides very good opportunities for children to develop physical skills. They learn to pedal and manoeuvre wheel toys, climb and balance, dig in the garden and explore as they enjoy sand and water play and investigate the texture of mud. The open countryside surrounding the pre-school also provides further opportunities for children to monitor the seasons and wildlife, to enjoy running and sport activities, and in the recent snow they delighted in the opportunity to sledge.

Staff have an exemplary understanding of the Early Years Foundation Stage of learning, and an effective key worker system fully supports all children in making rapid progress towards the early learning goals. Staff make regular, sensitive observations of the children as they play. These are used to inform to planning which is highly effective in identifying individual children's next steps and maximises their progress. As a result, each child receives an extremely enjoyable and challenging experience across all areas of learning, and their learning styles and interests are very well considered. This is supported by an excellent balance of child-led and adult initiated activities based on children's interests and life experiences. Effective systems are also in place to ensure children with special educational needs and/or disabilities receive the support they require to maximise their progress and for them to access all activities in an inclusive environment. To do this the pre-school works very closely with parents and demonstrates a clear commitment to working with outside agencies.

Children develop excellent communication, language and literacy skills as they chat to staff, access a wide range of books and take them home to share with parents. They enjoy group story time, listen well and contribute. They constantly interact with staff who are very skilful at supporting and extending children's play and learning, as they play alongside them and use highly effective questioning and dialogue. Staff also demonstrate great skill at knowing when not to intervene and allow children time and space to work things out for themselves. Good use of labelling and displays successfully aids children's letter and number recognition and their awareness that print carries meaning. Simple skills in relation to more and less are incorporated into children's play and action songs reinforce children's understanding. Access to interactive toys and a computer successfully increases their understanding of information technology providing them with a good range of skills for their future success. Role play is directed by the children and their interests. For example, as they pretend they are in a boat crossing a river in which

there are crocodiles and fish; staff extend their imagination and thinking and provide additional resources to extend their play. Children are provided with a wide selection of materials to use as they want. This promotes their ideas exceedingly well and enables them to extend their imagination, explore colour and textures, and to manipulate, shape, build and construct. Visitors to the setting and trips out further enhance children's learning and knowledge of the world around them in fun and exciting ways. For example, a theatre group has put on several productions for the children, they have visited the railway museum travelling on the train to York, visited a local garden centre to select plants for the garden area and enjoyed a trip into the forestry to build dens organised with the support of a parent who worked for the forestry commission.

A consistent and sensitive approach to behaviour management ensures all children are fully aware of expectations and are very well behaved. They enjoy the constant praise they receive from staff for all their achievements great and small and as a result, children develop their independence are self-assured and secure. They learn the importance of good personal hygiene with appropriate support from staff. They wash their hands regularly, access tissues and know to dispose of them in the bin. Being safe and enabling children to take positive levels of risk is managed very well by staff. This enables children to be confident in using tools and equipment and to be well informed about safe practices and protecting themselves from harm. Children learn about healthy eating as they choose from varied and nutritious snacks which they help to prepare. Packed lunches are provided by parents and staff and children enjoy a social occasion as they sit together in small groups to enjoy. Children learn about cultural diversity through positive images in books, resources and celebrate festivals from their own culture and that of others. They sample food from other cultures through themed lunches linked to festivals such as Christmas and Diwali and on these occasions parents are invited to join them.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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