

Eastburn 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

Eastburn Pre-school has been registered since 1978 and is managed by a committee. Children have use of one main room within Eastburn Methodist Hall, near Keighley in West Yorkshire. An additional room is used regularly for quiet activities. Children have access to an enclosed area for outdoor play. The setting serves the families within the local and wider community.

The setting is registered on the Early Years Register for a maximum of 20 children aged from two years to under five years. There are currently 28 children on roll aged from three years to under five years, including children who speak English as an additional language and those who have special educational needs and/or disabilities. The setting receives funding to provide nursery education to those children eligible to receive this. The pre-school is open each morning, except Tuesdays, from 9.10am to 11.45am. The provision is also open on Monday and Wednesday afternoons from 1pm to 3.30pm. The sessions are held during term time only.

The setting employs five staff on a full and part-time basis. The majority of the staff team hold relevant early years qualifications. They have close links with the local primary schools and receive regular support from the Pre-School Learning Alliance and the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and show high levels of confidence and self-esteem. They develop a strong sense of belonging because of high-quality interaction and well-organised settling-in procedures which result in positive relationships being effectively fostered. Policies and procedures are generally implemented successfully, although, certain legal requirements are not being met in relation to sharing information with parents and documentation. A vibrant, rich and varied environment, coupled with meticulous individualised observational assessment and planning, means that children enjoy their learning immensely and make rapid progress towards the early learning goals. Partnership working with parents, external agencies and other providers is generally very effective in meeting children's individual needs, ensuring inclusion and promoting a consistent approach to children's learning. Reflective practice is very good and systems for self-evaluation are generally effective in ensuring the continual improvement of outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure that information is effectively provided about 19/05/2010

the setting's policies and procedures, update the complaints policy to ensure that parents are correctly informed about the complaints procedure and keep a log of complaints made by parents (Safeguarding and promoting children's welfare).

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

- promote children's understanding of healthy practices further in relation to hand washing routines
- develop staff knowledge and understanding of all aspects of child protection in order to fully safeguard the children.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded in most aspects. The designated child-protection person updates her knowledge and is fully aware of her responsibilities. However, staff's knowledge of certain aspects of child protection is less secure. There are appropriate vetting and recruitment procedures for staff who work directly with the children. However, the provider has committed an offence by failing to notify us of a change of the persons on the committee in order for their suitability to be determined. Although they have no direct contact with the children and have not yet been responsible for making decisions about recruitment, this is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion. Access to the provision is effectively monitored through a visual intercom system, and hazards are identified and minimised well in order to keep children safe. Staff remind children about safety as they steadily carry a tray of drinks while avoiding furniture. In addition, children learn to keep themselves safe through topics and activities. For example, staff draw roads and crossings in the outdoor area for children to engage in role play about road safety.

Space and resources are organised effectively in order for children to develop high levels of independence. The needs of individual children are exceptionally well met, including those who speak English as an additional language and those who have special educational needs and/or disabilities. There are robust systems for liaising with external agencies and professionals where a concern is, or has already been, highlighted. This ensures equality of opportunity. Excellent consideration is given to adapting the environment and activities in order to fully ensure inclusion. Staff are highly skilled and knowledgeable in relation to narrowing the achievement gap. They ensure that all individuals, or particular groups of children such as boys, make excellent progress in all aspects of their development. A wide range of resources and displayed images reflect diversity positively, and children take part in practical activities related to festivals in order for them to effectively learn about the wider world.

The manager shows a strong commitment to continual improvement and she

motivates staff as she acts as a good role model. Recommendations raised at the last inspection have been suitably met and staff meetings are used as a forum to evaluate practice and identify future plans. The good systems for self-evaluation include appraisals, the participation in the Early Childhood Environment Rating Scale (ECERS) and visits from the Pre-school Learning Alliance. Money is ploughed back into the provision to improve outcomes for children. For example, new outdoor equipment and resources have been purchased. Childcare subscriptions and the internet are used as additional resources for reviewing and enhancing the provision. Parents are encouraged to share their views verbally, and children devise charts of their favourite activities and have input in the choice of snacks. Parents' comments are extremely complimentary about the provision.

Parents receive some good information through initial meetings, newsletters and planning letters. However, they are not sufficiently provided with information about policies and procedures, specifically, with reference to complaints and lost and uncollected children. In addition, complaints are not appropriately logged. These are breaches in requirements. Parents are effectively encouraged to share what they know about their child, for example, by completing the 'getting to know you' information sheet. Daily friendly chats and twice-yearly consultations update parents on their child's progress, and they are actively encouraged to support learning at home, for example, through the book sharing scheme, which includes a reading record for parents to add comments to. The setting works closely with parents where issues at home may disrupt a child's normal routine. They read stories and use resources to prepare children for events such as moving home or going abroad. Links are currently being developed where children attend other provisions, and there are very good transitional arrangements for children starting school.

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

Children are extremely sociable and well settled. They are exceptionally confident and self-assured, playing a dynamic role in their learning as a result of their excellent involvement in making choices. Staff motivate and inspire children with their very effective questioning techniques and enthusiasm, and children respond to challenges with great enthusiasm. They see who can blow the biggest bubble as they excitedly dip their funnel in the soapy water, and observe the pine cones to see which one will exit the plastic piping the quickest. They show high levels of independence, curiosity and concentration as they take part in a wealth of interesting and innovative activities, thoroughly planned across the six areas of learning. Excellent planning for individuals means that children flourish in an environment where activities are tailored to the needs and abilities of each of them.

Children access the outdoors daily, and staff model and encourage good hygiene routines, although, children sometimes need a gentle reminder to wash their hands, for example, after blowing their nose. Overall healthy snacks are provided, which children help prepare. The setting has received the 'First steps for healthy teeth' gold award. Children's individual dietary needs are adhered to in order for

their all round good health to be promoted. Children take part in planting and growing, taste exotic fruits and learn about healthy practices within topics.

Staff are highly skilled in introducing mathematical concepts within everyday routines and activities. They encourage children to count how many cups of milk or water are needed, weigh the pine cones, talk about bigger and smaller numbers, and use language such as 'more than' and 'less than'. Children recognise the numbers on the fish as they engage in singing and successfully point to and count objects beyond 10. Through the effective use of an eco dolls house, staff talk about solar and wind power and they teach children about the importance of recycling. Children skilfully negotiate the mouse, showing excellent computer skills. Their communication is excellent. They use language confidently and demonstrate excellent mark-making skills. They ask the inspector to write their name in order to copy it, recognise and write letters, and draw excellent pictures. Labelling in the environment, such as named coat pegs, supports children's early literacy skills, and children are enthralled in stories such as 'A fish out of water'.

Exceptionally positive behaviour is demonstrated as a result of first class support from staff, who provide encouragement for the children to develop a sense of responsibility, such as through the 'helping hands' system. Children are thanked by staff for their contributions in order for them to feel valued and respected, and stickers are awarded for positive behaviour. Relationships are very strong at all levels. Children readily approach adults and show superb cooperation, for example, as they take turns to use resources and demonstrate excellent collaborative and problem-solving skills while building a complex train track.

Children develop high levels of imagination and creativity because of excellent role-play opportunities. The home corner is regularly changed into exciting areas, such as a rocket, veterinary surgery, garage, train station, garden centre and café. Staff use innovative resources, some made themselves, to enhance children's play. There are ample opportunities for children to explore and investigate. In preparation for a new activity, staff talk about different textures, such as bark, sand paper, metal and plastic, and how to use different tools safely on different types of materials. Children also take part in interesting experiments by making hot air balloons out of tissue paper and ordinary paper, and using carrier bags and large bin liners to explore how and why things rise.

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	1
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	2
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	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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