

# Cherry Burton Pre School

Inspection report for early years provision

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<b>Unique reference number</b>	314597
<b>Inspection date</b>	21/06/2010
<b>Inspector</b>	Christine Tipple

<b>Setting address</b>	The Village Hall Main Street, Cherry Burton, Beverley, North Humberside, HU17 7RF
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<b>Type of setting</b>	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**

Cherry Burton Pre-School was registered in 1988. It is managed by a voluntary committee and operates from Cherry Burton Village Hall. The pre-school is open term time only, each weekday from 9.15am to 12 noon, except Wednesday when it is open from 9.15am to 3.15pm. There is an enclosed outside play area provided at the side of the building.

The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 24 children may attend at any one time. There are currently 31 children aged from two to under five years on roll. The pre-school receives funding for the provision of free early education to children aged three and four. Currently, no children over five years attend. The pre-school supports children with disabilities.

There are four members of staff who all hold early years qualifications at level 3. The pre-school is a member of the Pre-school Learning Alliance.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and keen to come to pre-school. Staff provide a highly supportive and caring environment where children's individual needs are recognised and valued. The staff give high priority to the children's health and safety and ensure the documentation in place supports this effectively. The rich and varied range of quality resources and activities for the children fully promote their interests, ensuring they make good progress in their ongoing learning and development. Excellent partnerships are established with the parents and the local community, but continue to be developed with other providers. The systems in place for self-evaluation are detailed and provide a shared approach with staff, children and parents all contributing. This ensures a clear vision is identified for the pre-school to continue to progress and improve, resulting in a provision which is inclusive and reflects the needs of all its users.

## **What steps need to be taken to improve provision further?**

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

- develop further the partnerships with other providers to promote a shared approach to children's achievements and well-being.

## **The effectiveness of leadership and management of the early years provision**

The staff have completed relevant training in safeguarding children to ensure they remain up-to-date on child protection issues and procedures. Details of relevant

agencies and contacts are listed for the staff and committee. The safeguarding policy is shared with parents along with all other policies and documentation which are reviewed to reflect current guidelines and practice. The recruitment and selection procedures are robust to ensure the suitability of staff, students and volunteers who have contact with the children. The induction of new staff provides a clear process which includes a monthly plan to enable them to be supported effectively. All staff have regular appraisals as part of their ongoing development. The pre-school has a detailed risk assessment which is reviewed and dated as part of its safety programme and includes all trips and additional activities.

Diversity is promoted very well throughout the pre-school, such as in the role play area, small world, books, jigsaws and story time. There are posters displayed showing children from around the world. Staff have received training in special educational needs, equal opportunity and multi-cultural workshops. The pre-school has parents and children from other cultures who share their traditions, language and celebrations with the children and staff. Links with the community are well established and the pre-school takes part in local groups and the village show, such as exhibiting children's artwork to support a charity. There is a wealth of very good quality resources which are well managed, and which significantly enhance and support the children in all areas of their learning. This ensures children have hands-on experiences which extend and challenge them. The main room is well organised and provides space for the children to self-select and make choices in what they do which develops their growing independence. Staff are effectively deployed both inside and outside to ensure they maximise children's learning opportunities. The children and parents support sustainability and the pre-school promotes buying products with the Fair Trade certificate. The recycling process is shared with the parents and children who ensure items used by pre-school are disposed of in the appropriate recycling bins.

The partnerships with the parents are excellent and the open-door policy enables parents to be confident in speaking with staff. Parents have high praise for the staff in the wonderful care provided and how much their children gain from pre-school in their personal development. Other feedback from parents is sought through questionnaires where they can contribute to the development and improvement plan. Parents are invited to take an active role in being part of the committee and helping at pre-school and to share their skills. Staff provide the parents with a welcome pack about the pre-school and its provision. There is a noticeboard, both inside and outside, to ensure parents are kept informed. Other details about the learning opportunities for the children are also shared and staff offer suggestions about ways in which they can extend their child's learning at home. The relationships with other agencies and pre-school are very good, such as speech and language, and the Inclusion Project. However, the links with other providers are in the early stages in relation to establishing a more shared approach to children's ongoing learning and development needs. The staff work effectively as a team which is well supported by the management committee. The pre-school gives high priority to improving outcomes for all the children and have worked hard to develop the quality of learning experiences provided. This process includes the staff, committee, parents and children who all contribute to the pre-school's self-evaluation. This provides a clear vision of the areas to improve as well as the strengths on which they can build upon. The introduction of the action plan

provides an effective approach to how priorities are implemented and monitored to ensure the benefits for the children are achieved.

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

Staff have very good relationships with the children who are motivated and interested in what they do. Children's social and emotional needs are rated very highly by the staff to ensure children feel safe and become confident and self-assured. The parents and children are allocated a member of staff who is their key person during their time at pre-school. The 'all about me' information provided by parents gives details of the children and their families. These are used as starting points for the key person to build on with each child as part of the settling in process. The staff have a very good understanding of the Early Years Foundation Stage which is implemented through the provision of interesting and varied learning activities and resources. The staff take account of the children's interests through their informed observations and in listening to them. The planning offers children the opportunity to explore and express themselves, such as through creative and role play activities which they are able to link to their interests from home. Staff provide the children, both inside and outside, with an environment which promotes continuous play throughout the whole session and effectively incorporates all areas of learning. Staff record their observations and assessments in each child's learning journey file. This includes photographs and examples of the children's achievements and special moments in their development. Staff identify each child's next steps which ensures progress is planned and managed relevant to their needs and ability.

The staff are skilled in recognising and following children's interests, such as being pirates and looking for treasure, making a den or just to sit under the tree with a book. Children's behaviour is very good due to the staff recognising and acknowledging children's achievements and enabling them to develop their independence. Positive emphasis is placed on children being aware of others around them, to share and develop skills to negotiate issues between themselves. Children develop their speaking and listening skills very well due to staff's interaction and enabling children to speak and communicate. The children freely access the range of mark marking resources and this is continued outside. The staff invite the children to say how they can make pre-school a better and safer place and use the whiteboard to record their suggestions using words and pictures. The staff have started to use the basic phonics programme with the children which is well supported with displays of letters, games, musical activities, singing and rhyming. Pre-school provides a book lending service for the children and parents to promote reading together. Counting and use of numbers are managed well through the daily activities. Resources provide opportunities for the children to work with numbers, to sort objects, and match shapes and colours. Children access calculators, tape measures and rulers to extend their own play and learning, such as through their role-play in the form of the shop or travel agents. The outdoor area provides opportunities to develop children's investigative skills. They grow tomatoes, beans and flowers. The children have a well stocked nature trolley which includes shells and fossils, and magnifying glasses to look at the

insects they find. The children enjoy the games provided on the computer which enhance their literacy and numeracy skills very well. The variety of creative mediums and materials for the children to build and make pictures with enables them to fully explore and develop their own ideas.

Children thoroughly enjoy being active and the space inside and outside enable both boys and girls to use a combination of equipment, tools and activities which enhance their strength and mobility. Children use balls, hoops and exercise tapes which all contribute to develop their skills and confidence. Children have a selection of healthy foods for their daily snack, such as fruit, vegetables, cheese and bread sticks. Children are encouraged to help prepare the food and this enables staff to discuss healthy eating with them. Children are reminded about the importance of hygiene and washing their hands after using the toilet and before snack time and posters are displayed to provide a gentle reminder. Parents are provided with information on the care of children when ill as part of pre-school's approach to minimise cross-infection. The children learn about safety through discussion and in using road safety equipment from the local authority, such as zebra crossings, traffic lights and lollipop signs. This supports the children to understand the dangers and how to stay safe which includes taking part in the evacuation procedure at pre-school.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
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	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	2
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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
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	2

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## **Annex B: the Childcare Register**

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

Met