

# West Thorpe Pre School Playgroup

Inspection report for early years provision

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**Unique reference number** 321625  
**Inspection date** 04/05/2010  
**Inspector** Christine Tipple

**Setting address** West Thorpe Methodist Church, West Thorpe, Dringhouses,  
York, North Yorkshire, YO24 2PN

**Telephone number** 07934 421390

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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

West Thorpe Pre-School opened in 1992. It operates from West Thorpe Methodist Church which is in Dringhouses near to the city of York. The pre-school is managed by a voluntary committee. It operates from three rooms in the church, and children have access to an enclosed area at the rear of the church for outside play. The group opens five mornings a week during term time only. Sessions start from 9am to 12pm Tuesday to Friday, and on Mondays from 9am to 3pm, which includes a lunch club.

The pre-school is registered on the Early Years Register. A maximum of 30 children may attend at any one time. There are currently 44 children aged from two to five years on roll. The pre-school gets funding for the provision of free early education places for children aged two, three and four. The pre-school is also registered by Ofsted on the compulsory Childcare Register, but no children over five years currently attend.

There are 10 members of staff, of whom seven hold early years qualifications at level 2 to 4. The pre-school are members of the Pre-school Learning Alliance and the West Thorpe and Dringhouses Early Years Partnership.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are fully supported in an inclusive environment which enables them to make good progress. The range of well-presented activities and resources overall promote the areas of learning for the children. Staff give high priority to children's health, safety and welfare, which is managed through the effective implementation of clear policies and procedures. The staff and the children take an active role within their community. Staff work closely with the parents to ensure they maintain excellent relationships through ongoing communication. Staff work with the committee, parents and children to evaluate all aspects of the pre-school and how it operates. This has resulted in improvements and changes being made, which have a positive impact on the quality of the provision for the children and staff development.

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

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

- extend the range of outdoor play and learning opportunities for children throughout the session.

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

The staff have a very good understanding of the importance of safeguarding children in their care. Staff have updated their training and the pre-school's policy and procedures on child protection. Other safety factors are clearly identified and recorded in the risk assessments and safety policy. These along with all other policies and records are monitored and reviewed to ensure they continue to reflect current guidelines and practice. The systems in place for the safe recruitment, selection and induction of staff are robust and managed effectively. Staff appraisals provide an ongoing assessment of staff's training and support needs. The deployment of staff is very good which enables the children to have support when needed. The children are confident in using all three areas set out for them, and in making choices and decisions in what they do. The range and selection of quality resources and equipment effectively promotes all areas of learning for the children. The staff enhance and change these as they follow the children's interests. The pre-school has successfully received a grant to develop the outside provision, which includes a nature area. However, this is not yet fully implemented to enable the children to have ongoing access to the outside throughout the session to further extend their learning experiences. The staff and committee work very well as a team which is a key strength of the pre-school. They regularly share information and ideas through their meetings and daily contact, which includes the children and parents. This is highly effective in how the pre-school identifies areas to develop. The action plan provides clear evidence of the improvements made and how the pre-school has progressed since the last inspection.

The staff are committed to providing an inclusive environment for the children and families who attend to ensure all are made very welcome. The pre-school provides very good support for children attending with special educational needs and those for whom English is an additional language. Information is provided in other languages and visual images support children in their communication. Celebrations throughout the year include other cultures and traditions, and this is supported with a good range of resources and activities which value diversity and encompass the wider world. The relationships formed with parents are excellent. The staff work closely with parents which is very effective in ensuring they have a good understanding of each child's changing interests, routines and preferences. Time and effort is made on a daily basis by the staff to talk with parents to ensure information is shared. The notice boards on entry to the pre-school are very detailed and offer parents a range of information about what the children enjoy, snacks offered and staff details. Regular newsletters keep parents updated about the pre-school activities, social, and community events. Staff value parents contributions and welcome them to the sessions and to be on the management committee. Parents have access to their children's learning journey books as they choose, and this provides the opportunity for them to make comments. The introduction of the home link books is an innovative way to share information about what children enjoy doing at home. Questionnaires completed by the parents provide more detail of their views and comments about what is offered. The outcomes from these give high praise for the staff's commitment, the positive learning opportunities their children receive, and how approachable and supportive

the staff are.

The link established with the local school is very good. The staff and children make regular visits to the school and are invited to share in various activities provided throughout the year; this is reciprocated by the pre-school, enabling the school staff to make regular visits. This close working relationship provides a positive shared approach to the children's ongoing needs and enables them to have a positive and supported transition into school. The relationships formed with other community provisions and services offer additional opportunities for the children to enhance their experiences.

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

The staff provide the children with a positive balance of child and adult-led activities where they have continuous play throughout the sessions, particularly indoors. The variety of activities and good supportive resources ensure all areas of learning are provided for. This is managed by the staff in a caring and fun way which engages the children as they follow their interests. The staff are confident in their role as a key person and this works effectively in ensuring continuity for the children and parents. They observe and assess the children and this is recorded in each child's learning journey book. Staff use this to identify each child's next steps which are taken forward in the planning. This ensures children continue to progress relevant to their individual ability and needs. Children are relaxed and confident in their surroundings and receive positive praise and encouragement. Behaviour is managed sensitively by the staff; this enables the children to understand why something is unacceptable and to provide other options for them. This supports the children to develop a positive sense of themselves and an awareness of others around them. The staff support the children to manage how they share and take turns, such as, using an egg timer to ensure all have equal access when using the computer.

Children develop their confidence and skills in speaking and listening through the range of activities and resources which promote language. The high ratio of staff to children provides ongoing opportunities for the children to talk about what they are doing and be engaged. Staff provide dual language information in French and Chinese. There is good access to books and story sacks which promote a more visual approach to story telling, which the children enjoy. Books are used effectively as a resource for the children to seek information, such as, the dinosaurs. Children have a variety of resources and tools which support and encourage them to mark-make, and some children are beginning to write their name. Children count confidently and use numbers through their play, they sort and match shapes, colours and objects. Children's skills in relation to problem solving and literacy are enhanced through the use of relevant computer games. Children measure the cups of flour needed to make the play dough and how many steps it takes to get from one place to another. Children develop their knowledge and understanding of the world through the positive range of resources, images and information provided in all areas of children's play. The pre-school have visitors, such as, the community support officer and trades people to share their skills and

information with the children. Children put together their own observation box which has a magnifying glass, bug collectors and binoculars made by the children. They have grown strawberries, potatoes and plants outside. Children thoroughly enjoy their role play and small world activities, this enables them to act out their experiences and use visual images to assist them in expressing how they feel.

Children have ongoing opportunities to be active and develop their physical skills well. The combination of tools, equipment and activities all contribute to developing the children's confidence, strength and mobility. They have daily fresh air through the use of the outside during the session. The range of creative resources is good, which supports the children to develop their own ideas through access to a selection of various mediums and materials to build and construct with. Children paint, print, colour and cut out, and design their own pictures and collages. Children's creative work is valued and displayed as discussed with them, as these can be used for their learning journey books or taken home. Children take part in safety activities, such as, making their own traffic lights and crossing. The police attend the pre-school to talk with the children about keeping safe. Staff enable children to develop skills in risk taking as they have access to the various tools provided and learn how to use these appropriately, such as, scissors. Children are provided with a good range of healthy snacks which they access independently throughout the session; the selection includes cereals, toast and fruit. Information is displayed for the parents about healthy eating, such as, the sharing of nutritious recipes. Hygiene procedures are well recorded in relation to the children, including hand washing which is monitored by staff. In the kitchen area storage and preparation of food is managed by staff who have a food hygiene certificate. The health policy includes information on the importance of minimising cross-infection and the recommended exclusion times for children when ill. Children have good opportunities to be inquisitive, active and independent learners which fully prepares and supports them as they move onto 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	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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	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	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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## **Annex B: the Childcare Register**

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

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