

Hemingbrough Pre-School

Inspection report for early years provision

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Inspector	Diane Lynn Turner

Setting address	Hemingbrough Institute, Garthends Lane, Hemingbrough, Selby, North Yorkshire, YO8 6QW
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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

Hemingbrough Pre-School has been registered since 1973 and is run by a volunteer committee. It operates from the Village Institute, in Hemingbrough, a village situated on the outskirts of Selby and serves the local community and surrounding villages. The group has use of the main hall, kitchen, toilets and an enclosed outdoor area. Session times are Monday, Tuesday, Thursday and Friday between 9am and 11.30am and 12.15pm and 2.45pm, and on Wednesday between 12.15pm and 2.45pm, during term time only. A lunch club is also offered every week day between 11.30am and 12.15pm, with the exception of Wednesday.

The group is registered by Ofsted on the Early Years Register to care for 16 children in the early years age group at any one time, of whom, none may be under the age of two years. There are currently 50 children on roll. There are five members of staff who work directly with the children. Of these, one has a level 4 qualification, one has level 3 and three have level 2, with two of these working towards level 3. The group is a member of the Pre-School Learning Alliance and receives support from the local authority development workers.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The children are cared for in a welcoming environment where they are offered a good range of activities, which support their learning and development well. They are valued as individuals and the good relationships staff form with their parents ensures their care and learning needs are met successfully. Good relationships are forged with other providers in the local area and systems are in place to help staff monitor the quality of the provision, however, these are not yet fully developed. Most of the required documentation is in place, however, the registered person, in this case the committee, has not met the requirement to have robust systems in place for ensuring a record of the information used to assess staff's suitability is maintained. This means they are unable to demonstrate that the necessary checks have been carried out, which has a significant impact on the safeguarding of children, and the overall effectiveness of the setting.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure there is a robust system for keeping records of the information used to assess staff's suitability and 04/05/2010

demonstrate the necessary checks have been carried out (Suitable people).

To improve the early years provision the registered person should:

- improve the system for self-evaluation.

The effectiveness of leadership and management of the early years provision

Staff have a sound understanding of their responsibilities with regards to child protection issues. They are able to recognise the possible indicators of abuse and are fully aware of the referral procedure, should any concerns be raised about a child. They ensure the premises remain secure at all times and carry out daily safety assessments, to effectively minimise any risks to the children's safety. All staff have been at the setting for a number of years and work well together as a team, with the managers recognising and valuing each member's skills, and utilising these effectively. The committee supports the staff in a number of ways, however, as the responsible body it has not ensured that all the necessary requirements of the Early Years Foundation Stage are met and this has a significant impact on the overall management of the setting. For example, whilst both managers have successfully had their suitability assessed for the role by Ofsted, and at the inspection visit the committee representative confirmed suitability checks have been carried out for all other staff, including those by the Criminal Records Bureau, there is no documentary evidence of this at all. This is a significant breach of the welfare requirements in regards to safeguarding children.

The premises are organised well and staff effectively ensure children are able to make choices in their play. For example, they have free access to the activities set out by staff and photographs of all the toys are displayed on a board to remind children of these, and enable them to request items not readily available. The managers have a clear picture of what it is they want to achieve for the setting and understand the importance of self-evaluation as a means of promoting continuous improvement. They have successfully addressed the recommendations raised at the last inspection, improvements have been made to the kitchen, and funding obtained to enhance the opportunities for children's outdoor play. They have started to use the Ofsted self-evaluation form but this is not yet fully effective in ensuring all areas are thoroughly assessed, and the welfare requirements met.

Staff give good attention to promoting equality and diversity, ensuring the setting is open to all children and their families. For example, detailed information is obtained before the placement begins about each child's individual needs, and where parents feel their child is in their learning. Children who may have special educational needs and/or disabilities are supported well, with individual learning plans being drawn up and staff working very closely with any other professionals involved in their care. Children who may speak English as an additional language are equally well supported, with staff using various effective strategies to aid communication. Good relationships are fostered with the parents and they are kept well-informed about all aspects of the setting, and encouraged to be fully involved

in their child's learning. For example, discussing their child's progress at open evenings and joining in with events, such as the annual Easter egg hunt around the village. Good links have also been established with the village school. For example, the children are regularly invited to events there, and the older ones, accompanied by members of the playgroup staff, spend time in the reception class prior to them starting, which aids the transition very well.

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

The children are happy to attend the setting and develop good relationships with the staff who care for them. They are offered a good range of activities across the six areas of learning, with staff supporting them well as they play. For example, they skilfully use open-ended questions to make the children think and capture their attention well during group activities, such as during story time and registration. Good systems are in place to monitor the children's progress, with staff compiling a detailed learning journey for each one, which includes written observations, photographs and examples of the children's work. From this evidence staff then successfully complete an overview sheet of the child's progress in each area. Staff support the children's personal, social and emotional development very well, and as a result, they are very independent and behave well. For example, they confidently decide when they want to come and have their snack, spreading their choice of topping on their muffin and pouring their own drink, and choose when to access the outdoor area. They are keen to learn and become fully engrossed in the activities, such as planting beans, digging for 'treasure', playing imaginatively in the play house, and mark-making with chalk.

The children's communication, language and literacy skills are supported well by the staff. This is evident as the children enthusiastically recognise their name card at registration and put this on the board to show who is present, as they enjoy listening to stories, and in their keenness to initiate conversation with visitors. The children also have meaningful opportunities to use number for a purpose. For example, they confidently count how many are present at registration and demonstrate a good understanding of simple calculation as they successfully identify how many would be present if more children arrived. Staff provide many opportunities for the children to learn about the wider world and their own community. For example, they celebrate various festivals from around the world and explore resources in the village, such as a wildlife area, and regularly visit a member of staff's garden to observe her chickens, when they also learn about sourcing eggs.

Staff give high priority to promoting the importance of a healthy lifestyle with the children. For example, they enable them to grow their own food in the garden, including broccoli, potatoes and strawberries, discussion is promoted at lunch time regarding what food is good for them and the children are involved in drawing up the very varied snack menu. The children learn about the importance of washing their hands before snack time and after personal care and do so independently at these times. They have free access to the outdoor area throughout the session and relish being in the fresh air and taking part in physical activities. For example, they

show good coordination skills as they use wheeled toys and laugh with delight as they use the rocker together. They learn about road safety when out in the community and how to keep safe at collection time when they sit and wait to be called by a member of staff when their parent arrives.

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?	4
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

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

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	3
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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