

# Pool Pre-School Group

Inspection report for early years provision

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**Unique reference number**

512640

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19/07/2010

**Inspector**

Tony Anderson

**Setting address**

Pool C/E School, Arthington Lane, Pool in Wharfedale,  
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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**

Pool Pre-School is run by a management committee and has been registered since 1991. It operates from Pool Church of England Primary School in Pool, a village on the outskirts of Leeds. Children have access to a play-room and a secure external play area. The pre-school is open Monday, Wednesday and Friday from 8.45am to 3.45pm and on Tuesday and Thursday from 8.45am to 11.45pm, during term time only. It is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 25 children aged under eight years may attend the pre-school at any one time, all of whom may be in the early years age range. There are 55 children on roll, all of whom are within the early years age range. Of these, 35 are in receipt of funding for early years education. The pre-school supports children with special educational needs and/or disabilities. There are eight members of staff, six of whom hold a relevant early years qualification, four to level 3 and two to level 2. The pre-school receives support from the local authority.

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

Overall the quality of the provision is good.

The pre-school's care and welfare systems and procedures are effectively administered and help to support children's safety and well-being. Observations and assessments of young children are used to support their learning and are linked to their next steps of development. Partnerships with parents and carers are good and positive use is made of the links with external agencies, including the host school's Early Years Foundation Stage team, to support children's progress. Management implement robust and carefully monitored systems to evaluate the provision's strengths and areas for development. The pre-school's capacity for further improvement is good.

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

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

- develop further observations and assessments in order to more closely monitor children's on-going progress against the six areas of learning
- improve learning and play experiences for children by extending opportunities for them to move more freely between the indoor and outdoor environments.

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

Recruitment and vetting systems, including safeguarding, are fully established and staff are appropriately qualified and trained for their roles and responsibilities. Staff have a detailed and effective knowledge of how young children learn and they plan a mixed range of play activities to support children's learning. However, the pre-

school's aim of a continuous free-flow provision is partially limited. This is due to the restrictions placed on the number of children able to freely access the external play resources at any one time. This limits children's choice and independence. Effectively documented and implemented welfare policies and care procedures support children's safety and well-being. Staff work together as a united team to provide an inclusive practice in which equality and diversity are celebrated. Children with special educational needs and/or disabilities make similar levels of progress to other children. Regular observations of children at play are used effectively to record their main interests and to plan their next steps of development. However, the detailed information collected is not sufficiently linked to their ongoing progress in each of the six areas of early years learning.

Parents and carers say that they are happy with the quality of the provision and that they are well-informed about their child's ongoing progress. For example, children often take partially completed drawings and other work home so that parents and carers can help them to complete it. Parents and carers are encouraged to give their own views and suggestions through regular questionnaires and frequent informal discussions with staff. The pre-school's relationships with external agencies, such as speech and language therapists and with the host school's Early Years Foundation Stage team, are very positive. Transition arrangements to support children moving up to the main school are well organised. This process is supplemented with a detailed summary report of each child's progress at the pre-school which is presented to the school team. The pre-school's systems of self-evaluation of its strengths and areas for development are robust and are utilised well by management to move towards continuous improvement.

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

Children enjoy the challenging play and learning environment at this well organised pre-school. For example, they thoroughly enjoy investigating living things and enthusiastically dig for worms in the pre-school's garden. Their developing knowledge of the world around them is enhanced when they describe to staff the details of each worm as they study them under a magnifying glass. Attempts have been made to allow free-flow provision but independent choice of free-flow play is not fully promoted at this time. Children choose where and when they wish to play and they learn to take turns when the external play area is full. Empty plastic milk crates are put to good use when children choose to use them as building blocks for their own tower design and construction. Other children happily play with a range of external resources such as plastic hand tools, a whiteboard and chalk, and various drawing and sketching materials. More expansive outside play takes place in the host school's playground and children enjoy running around and developing their physical and exercise skills.

Children show a developing understanding of personal safety and hygiene as they wash their hands before eating or after visiting the toilet. They follow the rules when undertaking frequent fire evacuation drills and act sensibly and safely when inside the main play-room. They relish the opportunity to be selected as 'helpers of

the day'. They demonstrate growing maturity as they follow the guidance of staff when helping to prepare a healthy snack of fruit, vegetables, cheese and bread sticks. Independent working and activities are encouraged. For example, children pour a drink of water at any time they feel thirsty and they select their own coats and put them on before going outside to play. They know to wear a hat for protection if the sun is shining or if it is raining.

The book corner is used well to support language development as children choose their favourite books and look at words and pictures, talking to staff about what they see and think. Information and Communication Technology is used well to support children's language development as they access letters and words on the screen. In the 'hospital zone', children dress up as nurses and write notes to the doctors. Children enjoy pretend shopping in the mini supermarket and they write out shopping lists in preparation for their visit. They enjoy developing their mathematics skills as they pay for their purchases with pretend money. Children enjoy the challenge of identifying different shapes such as circles, triangles and squares.

Children enjoy cutting out Mehndi patterns which are part of a topic linked to the celebration of Diwali, and this adds to their growing cultural knowledge of the wider world. A range of autumnal collage pictures made up of different coloured leaves adorn the pre-school's walls and demonstrate children's growing creative development. Children enjoy a staff-led discussion on 'where does milk come from'? They look inquisitively at pictures of cows and other milk-producing farm animals and this adds to their knowledge of the world around them. Children love listening to their favourite nursery rhymes and are encouraged to sing along and clap their hands as they develop confidence and self-esteem.

## 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	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

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