

Gargrave Pre-School

Inspection report for early years provision

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Inspector	Marian Thomas
Setting address	Neville Road, Gargrave, North Yorkshire, BD23 3RE
Telephone number	01756748377
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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

Gargrave Pre-School is run by a committee. It opened in 1975 and operates from a purpose-built early years unit in the grounds of Gargrave Primary School, in Gargrave, North Yorkshire. A maximum of 21 children aged under eight years may attend the pre-school at any one time. The pre-school currently takes children from two to five years of age. The pre-school is open during term time only from 8.55am to 11.40am and 12.45pm until 3.15pm on Mondays and Wednesdays. It also opens on Tuesday and Thursday from 8.55am to 11.40am. The pre-school also offers a lunchtime facility on Mondays and Wednesdays from 11.40am until 12.45pm. All children share access to a secure enclosed outdoor play area.

There are currently 16 children on roll who are within the Early Years Foundation Stage. Of these, 10 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The pre-school employs four members of staff, two of whom are managers who jointly lead the setting. All staff hold appropriate early years qualifications at level 3. The pre-school has achieved the North Yorkshire Quality Assurance Silver Award. The setting is receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff in the pre-school meet children's individual welfare, developmental and learning needs exceptionally well. Children enjoy strong relationships with the staff, who create a very happy and inclusive environment in which they can play and develop. Excellent partnership working with the host school ensures information about children's welfare, emotional well-being, learning and development are effectively shared. The achievement of the quality assurance award and rigorous self-evaluation are evidence of outstanding capacity of the provision to continue to improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- consider ways of making the larger outdoor play area more freely accessible to children.

The effectiveness of leadership and management of the early years provision

All staff within the pre-school have a secure understanding of the setting's safeguarding procedures, which help to protect children from harm and neglect. They clearly understand their role in reporting any concerns. Records, policies and procedures that support the setting to promote positive outcomes for children, are maintained to a high standard and fully reflect the Early Years Foundation Stage requirements. There is a clear recruitment policy in place which ensures all staff are vetted for their suitability and undergo a sound induction process. Staff within the pre-school work exceptionally well together as a team and consistently strive to further improve care and education for all children. The quality and effectiveness of risk assessment and actions taken to manage or eliminate risks are exceptional and promote a safe environment for all children.

Staff and resources are deployed particularly well so that the needs of every child are well met. Excellent use is made of the smaller outdoor area, although the larger outdoor area is less accessible. Provision and outcomes for children's learning and development are effectively monitored by the management team through quality checks and self-assessment. This has led to the identification of clear targets for further improvement, which have been successfully implemented. For example, the managers use every opportunity to consult with parents and use this feedback to improve provision further. Improvements have been made since the last inspection including the consistent recording of all visitors to the pre-school.

Equality and diversity is exceptionally well promoted. As a result children's needs are recognised and supported and all groups make equal progress towards the early learning goals. The inclusion of children with special educational needs and/or disabilities is a strength of the pre-school. Staff ensure that the needs of all children who attend are met irrespective of their level of ability. Managers and staff engage very well with parents and carers. Parents recognise the well organised and friendly environment to which their children enjoy coming. For example, parents commented that 'my child just loves coming and always looks forward to playing with their friends'. The leadership and management team have formed excellent partnerships with outside agencies and linked services in order to support the needs of individual children. The very close links with the host school support children's welfare, learning and development exceptionally well.

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

Staff have calm and friendly attitudes and this helps children to settle quickly. They often join children in their play. This ensures positive relationships are built with all children and impacts on their attitudes to learning and behaviour. The strength of these relationships is evident by the way in which children new to the setting settle quickly after parents leave. Children show positive attitudes to learning and are keen to join in the activities provided. They make their own choices from a variety

of activities. These include painting, printing numbers, exploring the sand tray and making music with a range of instruments. Their levels of independence develop exceptionally well. All staff observe children as they play, using their observations to ensure that each child's needs are met. This is clearly reflected in the planning of future activities. Children show excellent attitudes and behaviour towards one another. This is reinforced by the positive behaviour policy which is used consistently by all staff. These personal standards are reinforced by the manner in which adults respond to each other and to the children. Children are very good at sharing resources and co-operating with each other.

Children are actively engaged in the wide range of well planned activities. This helps the children in the setting to develop excellent skills which contribute directly to skills required for future learning. Children of all ages are competent in communicating through gestures, speaking and listening. For example, they eagerly participate in a discussion on rainbows and the weather. Children are served healthy snack options including fresh fruit, which they enjoy and this effectively contributes to their understanding of a balanced diet. From the moment they join the pre-school hygiene routines are learnt and reinforced. For example, they are aware of the importance of washing their hands before eating and after using the toilet to reduce the spread of infection. Children confidently explain, 'I wash my hands because they might have germs on them,' demonstrating knowledge and understanding at an early age. Equipment is well maintained and risk assessments of all areas are undertaken by senior staff to ensure children's safety both inside and outdoors. Children display a very good awareness of how to stay safe both indoors and outside. Improving children's learning and development is the focus for staff in this provision. This is reflected in the confident, happy attitudes to learning and the very good behaviour that children display.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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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	1
The extent to which children adopt healthy lifestyles	1
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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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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