

Hemingbrough Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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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 a secure enclosed outdoor play area. The setting is all on one floor so is accessible to all children and their parents.

The pre-school is open during term time only. Sessions are Monday, Tuesday, Thursday and Friday from 9am to 3pm and on a Wednesday, from 12noon to 3pm. The group is registered by Ofsted on the Early Years Register to care for 16 children in the early years age range at any one time, of whom, none may be under the age of two years. There are currently 48 children on roll. The setting supports children with special educational needs and children who speak English as an additional language. There are five members of staff who work directly with the children. Of these, all hold early years qualifications. 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 good.

The staff team are highly committed to working in partnership with others and they take a lead role in establishing effective working relationships. As a result, all children are included and their individual needs are fully met. Self-evaluation is effective in identifying strengths and weaknesses and it is used to make significant improvements. The children are making good progress in their learning and development and very much enjoy practicing their communication, language and literacy skills.

What steps need to be taken to improve provision further?

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

- ensure all toys and equipment are suitable for use
- increase the range of resources which reflect diversity.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are secure and all the required checks have been carried out on the staff and committee members. The staff team have completed safeguarding children training and they know to record any concerns and seek advice where necessary. The children are supervised at all times. The system for

managing access to the premises is good, as unauthorised persons are unable to gain entry and there is a record of visitors. Simple and clear written risk assessments have been undertaken and reviewed. As a result, all hazards have been identified and minimised, for example, dangerous substances are stored in a locked cupboard.

The committee and staff have demonstrated the capacity to effectively tackle any identified areas of weakness. There are also clear improvement plans in place and these are devised, after the views of parents, children and the staff team have been sought. As a result of consulting parents, a new kitchen has been fitted and the children can now stay for lunch.

The staff are taking some steps to ensure resources are sustainable. For example, they encourage the children to handle toys and books appropriately and they raise funds to replace existing toys and equipment. However, some of the equipment and toys that are currently in use are unsuitable, as they are either worn or unclean.

The staff have created a very inclusive environment in which to care for the children. They are fully aware of the children's backgrounds, home language, individual needs and starting points. The staff team are very experienced in working with children who have special educational needs and children who speak English as an additional language. The staff update their skills and knowledge on a regular basis by attending any relevant training. There are well-established channels of communication between all partners involved with individual children, which successfully promotes their learning, development and welfare. For example, regular meetings are held and individual education plans are fully implemented. The staff have also developed strong links with the local primary school, as each week a small group of children from the pre-school are taken to visit the reception class, which aids the transition from pre-school to school and strengthens working relationships.

An effective settling in procedure is fully in place and there is an established procedure to gain information about children before they start at the nursery, which includes their individual needs, home language, routines and starting points. Parents receive regular information via newsletters, parent's evenings and daily feedback from the staff. The parents are currently adding their comments, observations and photographs to their child's development record. The children and parents also enjoy taking 'Betsy Bear' home and writing about her weekend with them. Feedback from parents is extremely positive, as numerous thank you cards can be seen. The pre-school also involves parents in various fundraising evenings, such as a sponsored obstacle course.

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

All of the staff are fully aware of children's individual dietary requirements, which are discussed in full with parents. Three of the staff have completed food hygiene training and a local farm shop delivers a box of fresh fruit to the pre-school once a week. The snack menu is displayed for parents to see and healthy snacks, such as fresh and dried fruit are readily available. The children are very independent in serving their own snacks and they enjoy their food very much. For example, more able children can pour their own drinks. The children also enjoy playing outside and are developing a positive attitude to exercise and being healthy.

Activity planning reflects the current theme and the children's individual needs, interests and stages of development. The system is easy to follow and all staff working with the children know how each part fits together. Children's development records clearly show the children's achievements and progress. Observations clearly link to the six areas of learning and identify what needs to be included in planning for children's individual next steps. Monitoring systems have also been implemented to ensure that there are no gaps in the children's learning, for example, individual tracking sheets are regularly updated for each child.

The children are keen to participate in activities and are making good progress in their development, for example, young children can successfully recognise and name colours. More able children can use a mouse and keyboard to interact with age-appropriate computer software.

The children engage in a good range of activities requiring hand-eye coordination, such as using scissors and paintbrushes. Young children confidently use one handed tools and equipment and they can draw lines and circles using gross motor movement. For example, while playing in the corn flour, a group of young children enjoyed making marks using wooden spoons. The children very much enjoy registration time and some children can recognise their own and other children's names. More able children can also write their own names and enjoy doing this, in order to independently label their art work.

Children handle books carefully, for example, they hold books the correct way up and turn pages. They also enjoy listening to stories in small groups, such as 'no room for baby roo'. The children show an interest in illustrations and other prompts, which encourages them to learn new words, for example, one young child correctly identifies the possum, kookaburra, kangaroo and a duck billed platypus.

The children have regular opportunities to learn about the local community and the natural world. This is because the children are taken out of the pre-school to feed the ducks. However, there is scope to increase the range of resources which reflect diversity. The children are successfully developing various self-help skills and more able children can put their outdoor coats on and can assert their own needs and preferences. The staff use an egg timer to help the children successfully share and

take turns.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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	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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