

Tickton Pre-School

Inspection report for early years provision

Unique reference number 314750
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Inspector Carol-Anne Shaw

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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

Tickton Pre-School incorporating Tickton Play Pals is registered to provide full day care. It has been serving the local community since 1983. The group is managed by a committee and is a registered charity. The provision is located in the village hall, two miles from Beverley, in East Yorkshire.

The provision is registered to care for a maximum of 38 children under the age of eight at any one time, currently there are 50 early years children on role, of these, 34 receive funding for nursery education. The out of school section have 69 children on role. They are registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are presently children with special educational needs or have English as an additional language attending.

The pre-school is open Monday to Thursday from 9.15am to 3.15pm and Friday 9.15am to 12.15pm during term time only. The out of school is open Monday to Friday from 7.30am to 9am and from 3.30pm to 6pm term time only.

The provision employs a manager and 11 staff, the majority have a relevant Level 3 childcare qualifications. There is an Early Years Professional employed to oversee the Early Years Foundation Stage. The group receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The provision is highly motivated and delivers excellent care and learning. Children make outstanding progress in all areas of learning considering their differing starting points. The parents state that children are happy and enjoy coming, there is a high standard of achievement and children are prepared effectively for school entry. There is an established training record that promotes staff knowledge and understanding of working to the Early Years Foundation Stage. This has implemented ongoing and significant improvements, so that children's individual needs are identified and met in all aspects of care and education. The staff team are highly skilled professionals; there are mainly effective monitoring systems in place. Plans for ongoing development are embedded in the ethos of the group and have a positive impact on outcomes for all children.

What steps need to be taken to improve provision further?

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

- developing further the overall monitoring systems for the management of

the welfare and learning to promote outcomes for children.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted to an exceptionally high level through the rigorous maintenance of records, policies and procedures that cover all aspects of the provision. For example, staff are selected and recruited through excellent systems that include thorough induction programmes, ongoing appraisals and continuous training that is relevant and successful. Safeguarding children is given the highest priority as all staff are trained in child protection and retain relevant and current first aid certificates. Risk assessments are comprehensive and robust. Staff receive regular practice in the use of emergency systems and safety equipment and they remain alert and vigilant about children's safety. Children display an excellent awareness of safety issues and learn how to recognise and understand how to keep safe. The steps taken to safeguard children are exemplary.

The exemplary management skills help to retain highly skilled and qualified practitioners, who are extremely well motivated and whose dedication to the children they care for is evident in all areas of the setting. Furniture, equipment and resources are good quality and organised for the ages of children to support their learning and development. The wide range and quality of resources and the effectiveness of deployment throughout the setting has a significant impact on children's access to them and consequently, the enjoyment of their play. The excellent use of resources, including effective deployment of staff ensures the environment is conducive to learning and safety.

The staff team work together extremely well to provide integrated care for all children. Liaison with parents, carers and external agencies is very good in all aspects and exceptional in some areas. From the start, parents are involved in all areas of their children's development and effective exchange of information ensures that the unique capabilities of each child is recognised and promoted effectively. Parents express extremely positive opinions of the provision and praise the staff saying it is excellent. Parents report that children settle extremely well and want to come on days they are not normally attending. From their initial visit they have every confidence in the staff team. A significant aspect of the 'settling-in' process, and one that parents particularly appreciate, is the visits they do with their children before they are left for the first time. Also the information that includes photographs of children engaged in activities that they enjoy doing at home. Children use these photographs effectively to show adults things about themselves and point and talk about the home photographs with staff and other children.

Inclusive practice is well promoted; children follow individual educational programmes developed in consultation with parents. Its delivery is monitored by specialist staff within the setting to ensure that children make effective progress from their original starting points. The staff team work closely with parents, carers and other professionals effectively to identify, monitor and fully promote individual development. Staff work very closely with parents, carers and when required with

other professionals to identify, monitor and promote the development of children with any additional development needs or English as an additional language.

They have a high capacity for improvement, which is demonstrated through the ongoing improvement achieved since the last inspection. Parents and carers are heavily involved in decision-making on key matters affecting the setting through well-established and highly inclusive procedures. Continuous staff development programmes have improved staff effectiveness in ensuring the learning curriculum links with the Early Years Foundation Stage and raised the quality of teaching to a very high level. Monitoring systems for self-evaluation purposes are mainly effective and the setting takes into account the views of children, parents, staff and other professionals in its ongoing self evaluation process.

The setting has well-established links with specialists and other professionals to develop its practice. For example, they make excellent use of the local authority training programmes and local academic institutions for ongoing staff development. They also visit centres of excellence to see how they can adapt examples of good practice for the benefit of the children attending.

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

Children enjoy their time and demonstrate strong relationships with the staff and with each other. This is promoted well through the effective organisation of high quality, exciting resources that invite children to play together. Young children's independence is fostered well through the use of well-designed and constructed resources. The setting provides a warm, welcoming environment with child-height photographs, displays and posters. There is a wealth of information, strategically placed around the setting for parents such as, the range of healthy snacks provided for children, so that parents can see what their children will be eating for snack each day.

All staff are knowledgeable about child development and provide well planned, purposeful activities which allow children to explore and to make discoveries that stimulate their interest in learning. The activities provided help children to become active learners and promote critical thinking and creativity. Children receive appropriate challenges, with staff who know how to provide the right challenges at each stage of development. Younger children develop their information and technology skills using a computer mouse skilfully when engaged in interactive games. There is a very good balance of highly effective adult-led and child-initiated activities. For example, an activity begins with a story about a bear hunt, then adults organise the children to go on a 'bear hunt'. There are activities for the younger children to support understanding of light and dark with the light box.

Children's progress in communication, language and literacy is outstanding. They play and work alongside their peers successfully understanding the need to co-operate and resolve situations by themselves. Children play independently

becoming active, curious and inquisitive learners. They develop an excellent understanding of the wider world as they follow their interests, exploring resources, listen to stories and take part in music and dance that support different celebrations and festivals. The children are very well equipped with the skills they need in order to secure future learning.

Children's development is observed, assessed and monitored effectively in all instances. For example, all staff are involved in monitoring progress through observations, and assessments supported by photographs. Children's profiles are maintained extremely well, with staff showing an excellent understanding of significant events and how to help children progress to the next stage in their development.

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	2
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	2
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

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