

Selby Community Pre-School

Inspection report for early years provision

Unique reference number

400429

Inspection date

10/05/2011

Inspector

Helen Blackburn

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

Selby Community Pre-School opened in 1980 and it is managed by a voluntary committee. It operates from a large room within the community centre in Selby town centre. There are schools, parks, shops and public transport links in the local area. Children have access to a fully enclosed outdoor area. The setting offers flexible session times and is open each weekday from 9.15am to 12.15pm and, except Wednesday, from 1.00pm to 4.00pm. In addition, the setting provides a lunch club, each weekday, except Wednesday, from 12.15pm to 1.00pm. The setting is open during term time only.

The setting is registered on the Early Years Register. A maximum of 26 children may attend the playgroup at any one time. There are currently 58 children aged from two years to under five years on roll. The setting supports a number of children with special educational needs and/or disabilities and children with English as an additional language.

There are seven members of staff. Of these, four hold early years qualifications to level 3, one holds early years qualifications to level 2 and the manager is qualified to level 5. In addition, two members of staff are currently working towards a further qualification. The setting is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners have good relationships with parents and they work extremely well with any external agencies involved in children's care. The children are happy, approach their play with enthusiasm and make good progress in their learning. Children benefit from a learning environment that supports them in becoming well-behaved, independent learners who learn to respect diversity and difference. Overall, most documentation, policies and procedures contribute to promoting children's learning and a safe environment. Practitioners' commitment towards promoting ongoing improvement is good and in the main, their self-evaluation supports them in identifying areas for development.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve documentation so that written parental consent to seek emergency medical advice is included and ensure risk assessment records clearly state when it was carried out, by whom, date of review and any action taken following a review (Documentation).

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

- extend the risk assessment arrangements to ensure they fully consider all risks in regard to monitoring the whereabouts of other people and users of the premises to ensure their access to the setting is monitored
- improve how information from observation and assessment is used to plan for and identify clear and focused next steps in a child's development.

The effectiveness of leadership and management of the early years provision

Practitioners' arrangements and understanding of their responsibilities in promoting and safeguarding children's welfare are sound. They have a good understanding of their roles and responsibilities in protecting children from harm. For example, they have access to detailed policies and procedures. This means they act in the best interest of children if they feel they need to report or monitor any concerns. Staff retention at the setting is good and they have appropriate recruitment, vetting and induction procedures in place to ensure all adults are suitable to work with children. For example, through clear induction programmes, volunteers understand their roles. For instance, they understand that they need to be supervised at all times. These systems contribute to protecting children from harm. Overall, the setting maintains a varied range of documentation, policies and procedures. However, there are slight omissions in their documentation, which means they do not meet some specific legal requirements. For example, written parental consent to seek emergency medical treatment and advice, omits advice. In addition, although their risk assessment record includes all the mandatory information, they do not complete this, such as the date of review. Overall, practitioners provide a safe environment for children to play. For example, they check the premises on a daily basis for hazards, carry out annual risk assessments and supervise children at all times. This contributes to keeping children safe. The setting is located within a community building; therefore, a number of adults are present on the premises. Practitioners are fully aware of this and the potential risk of unwanted persons entering the setting. However, they do not fully reflect this in their risk assessment record. Through good organisation of resources, children can make safe and independent choices in their play. Practitioners utilise their time effectively, for example, they ensure the setting up and clearing away of activities does not affect children's experiences. In addition, they work well as a team and deploy themselves well around the setting to ensure they meet children's needs and to provide support and encouragement in their play.

Practitioners' commitment towards promoting improvement is good. For example, through reflective practice they evaluate and monitor their service well. This supports them in making changes that promote positive outcomes for children. For example, they improved activities to promote children's problem solving, reasoning and numeracy skills after reviewing their educational provision. In addition, practitioners have addressed the recommendations made at the last inspection, which demonstrates their capacity to improve. However, there are some gaps in the self-evaluation process around monitoring documentation, resulting in some missing data. Self-evaluation is an inclusive process and practitioners welcome any

feedback from parents, children and other professionals. For example, following feedback from parents, the setting extended their hours to meet the needs of the service users. Practitioners access a good range of training courses to extend their skills and experiences. This supports their ongoing professional development.

Practitioners have good relationships with parents and others, such as school. They regularly share and exchange relevant information with them, which contributes to meeting children's individual needs. Policies, procedures, newsletters and notice boards, including translating information into other languages, ensure all parents receive good quality information about the service and their child's day. Information from parental questionnaires demonstrates they are happy with the service. Practitioners encourage parents to be involved in their children's learning and progression. For example, they have access to their child's progress records and they encourage them to share children's experiences at home. Practitioners work extremely well with any external agencies that may be involved in children's care. This ensures children receive the best learning and care opportunities if they need any additional support or help.

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

Good relationships between the children and practitioners contribute to children feeling safe at the setting. Practitioners provide reassurance to new children, which helps them to settle quickly. Practitioners support children's learning well because they are actively involved in their play. Practitioners have a good understanding of children's abilities, as they observe children on a regular basis and match these to the expectations of the early learning goals. However, how they use this information to identify children's next steps so that they are prioritised still lacks some focus. The children access a good range of activities across all areas of learning, which results in children having an enthusiastic and positive approach to their play. For example, children use their imagination and creative skills as they engage in role play activities, solve simple problems as they build and construct with large bricks and planks, and eagerly explore different medias, such as sand, water and paint. Practitioners' approach to promoting children's communication, language and literacy skills is very good. For example, when supporting children with English as an additional language to gain the necessary skills they need for the future, practitioners tailor activities to suit their individual starting points.

Through everyday routines, children are developing a good understanding of the importance of effective personal hygiene practices. Practitioners have overcome barriers regarding not having hand washing facilities within the room, as they use portable water carriers so that they can wash their hands independently at appropriate times throughout the day. Through nutritious snacks and providing good information to parents about what to provide in children's packed lunches, children are learning about the importance of making healthy choices. Opportunities for children to be active are good, which supports their physical development. For example, when playing outdoors children balance, climb and manoeuvre objects with skill. In addition, children are developing their dexterity and coordination skills well. For example, they pour, rake, dig and manipulate

different objects, medias and textures.

The children behave appropriately for their ages and stages of development. This is because practitioners provide consistent boundaries, established routines and positive role models for children. For example, through play, children talk about being kind, sharing and taking turns and this helps them to develop cooperative and respectful relationships with their peers. The children have good self-esteem because practitioners praise and value their contributions. The children are learning well about diversity and difference. For example, children's individual backgrounds and cultures are embraced within the setting, which provides them with a sense of belonging. In addition, through talking about differences, different festivals and traditions and accessing a good selection of resources that promote positive images of all people in society, they are learning about the wider world.

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	3
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	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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