

# North Cave Pre-school

Inspection report for early years provision

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**Unique reference number**

314685

**Inspection date**

23/05/2011

**Inspector**

Carol-Anne Shaw

**Setting address**

Village Hall, Westgate, North Cave, Brough, North  
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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**

North Cave Pre-school was registered in 1990. It provides sessional care in the village of North Cave, within the East Riding of Yorkshire. It is run by a committee of volunteers and parents, with a manager responsible for the day-to-day operation of the provision. The group has use of a main playroom and access to an additional room that can be used for physical play activities. Toilet and kitchen facilities are situated within reach of the playroom and there is an enclosed area at the rear of the premises for outdoor use.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children under eight years may attend the setting at any one time. There are currently 30 children in the early years age range on roll. The provision is not providing services for the older age groups. There are strategies in place to support children with special educational needs and/or disabilities, and children who have English as an additional language.

Session times are Monday to Friday from 9am to 12pm and Wednesday afternoon from 1.10pm to 3.10pm. They are open during term time only. The afternoon session is specifically for those children who are rising fives and will be starting school the next academic year. A lunch club operates on a Tuesday from 12pm until 1pm. Children attend for a variety of sessions each week and come from the local and wider rural areas.

There are six members of staff employed at the setting. One has a level 4 childcare qualification, one holds level 3 and four have level 2. The group is a member of the Pre-School Learning Alliance.

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

Overall the quality of the provision is satisfactory.

Children's welfare is promoted by the caring and experienced staff team through providing a child-friendly environment for them to play and learn. Through attending training, staff have a growing understanding of the Early Years Foundation Stage to enable them to support children's individual needs. Ongoing continuous improvements support children's progress, but the self-evaluation has not been formalised. The partnerships help to provide continuity of care for all children. Children's welfare is being safeguarded by a range of suitable records, policies and procedures.

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

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

- review how the observations and assessments of the children's learning

progress are recorded and develop a systematic and routine approach for the recording of the children's learning, ensuring that all areas of learning are equally covered

- improve the quality improvement processes as the basis of ongoing internal review, for example, by completing the Ofsted self-evaluation form.

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

Children are safeguarded through staff's knowledge of appropriate protection legislation. There are effective recruitment procedures to ensure that all staff are suitable to work in the pre-school, relevant background checks are undertaken and all staff ensure that any unvetted person is never left alone with children. Children are protected from harm through suitable risk assessments identifying potential dangers on the premises and outings. Their safety is enhanced by visitors being carefully screened and being asked to sign in and out using the visitors book. Staffing levels exceed the minimum requirements to ensure that children's safety and welfare are promoted.

The manager and the staff team promote children's welfare and help them to make suitable progress in their learning and development. They are effective in supporting children to make good progress in their personal, social and emotional development and effectively progressing children's understanding in problem solving, reasoning and numeracy. The pre-school is inclusive and has a special educational needs coordinator, who has established good links with external agencies to ensure that children with special educational needs and/or disabilities receive the required support. The staff team work well to involve parents, carers and others in each child's progress by exchanging information supporting children's learning and development. Partnerships with other providers delivering the Early Years Foundation Stage are supported to ensure progression in some children's learning. Staff promote children's developing awareness and understanding of people's differences by providing opportunities for them to explore and celebrate their own and other cultures and beliefs. They ensure children are supported to be involved in the local and wider community.

Confidentially stored written records are promoting children's welfare in line with requirements. The staff seek further training regarding administering medication and have individual procedures for children who require any medication. They complete paediatric first aid training to enable them to care appropriately for children in the event of accidents or illnesses. Required ratios are well met and registers are maintained for children and staff to ensure that everyone can be safely accounted for at all times.

The majority of staff hold recognised early years qualifications and remain committed to further developing their knowledge by attending additional training, ensuring further improvements to the children's learning environment. The pre-school operates from the village hall, which presents problems for children to freely access the outside play area, and staff deployment responds to the flow and movement of children between indoor and outdoors. Confident children move around the premises, spending part of each session in varied activities supporting

their learning and development. Mainly effective deployment of resources linked to the different areas of learning enables children to choose from what is available, however, these are cleared away for snack time.

The manager and her staff team have taken positive steps to improve the outcomes for children by appropriately addressing recommendations from the last inspection. Self-evaluation is identifying the setting's strengths and weaknesses to enable the manager and staff to support continuous improvements for the benefit of children. Since the last inspection, the outdoor play space has been improved, including the laying of a safety surface. Consequently, those in charge of the setting are able to demonstrate how they have made improvements to the provision to support children's learning and safety.

The partnership with parents is effective and the systems in place ensure that they are well informed about the pre-school. They receive an informative welcome pack prior to their children being received into the setting. The staff help parents and carers to support their children's learning through completing and sharing the learning journal and discussing children's learning and targeted next steps. Parents express how well the staff team support their children's learning and development and how the children enjoy attending the group. There are links with the local primary school, assisting children's transition into full-time education.

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

The staff team progress their knowledge and understanding of the early learning goals through attending ongoing training. This enables them to plan and deliver interesting activities based on the six areas of learning. Confident, happy children enjoy their time playing in a safe and secure environment with staff and their peers. They are making suitable progress towards their early learning goals, and staff's continuous approach to observations and assessments enable them to inform the planning for individual children's possible next steps of learning. The observations are not always systematic in covering all areas of learning equally or completed to the same standard. This has been noted as an area to refine so that the learning journals are all completed in a systematic way with all staff following the same system.

The mainly enabling environment provides children with wide-ranging, worthwhile activities to support and help them to make sense of the world around them. They can confidently describe how they came to pre-school and what methods of transport they have used. The interaction with staff and daily routines help children to be secure and confident when moving around the setting. Everyday activities and clear boundaries enable them to feel safe, for example, they know not to run indoors and how to use the climbing apparatus in a safe way. The activities are organised so all children can participate at their level of understanding, ensuring the setting is fully inclusive.

Children engage in a variety of indoor and outdoor activities to help their understanding of keeping healthy, with the physical activities contributing to their health. A jug of fresh drinking water is available and at snack time the children are

encouraged to pour their own drinks, building independence. The village hall has its challenges; the coat pegs are too high for the children to reach and there is no access to the outside environment other than through the kitchen. The staff team continue to seek different ways of overcoming these issues.

Children are able to work independently as well as cooperating with each other. They behave well, demonstrating kindness towards others, taking turns and sharing resources. Throughout their time in the pre-school, many worthwhile mathematical activities enable them to explore numbers and shapes. They are developing their communication and literacy skills by talking about their ideas, joining in role play activities, issuing tickets at the station ticket office, sharing books and enjoying mark making. The children link language with physical movements in actions, songs and rhymes, although systems are not fully in place to develop their awareness of language and writing for a purpose. They have limited opportunities to explore other relevant languages, to help them to become aware of children's home backgrounds.

There is ample space for small groups of children to work independently at their level, for example, the split story time enables them to enjoy the story at their level of understanding. The outdoor area enables them to undertake activities in different ways and on different scales than when indoors.

## 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>	3
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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