

Orchard Park Pre-School

Inspection report for early years provision

Unique reference number	321588
Inspection date	26/05/2011
Inspector	Linda Filewood
Setting address	Badger Paddock, Huntington, York, North Yorkshire, YO31 9EH
Telephone number	07930410216
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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

Orchard Park Pre-school is a committee run provision. It opened in 1967 and operates from one room in Huntington Community Centre, which is situated in York, in North Yorkshire. The children have access to a secure enclosed outdoor area.

The pre-school is open during term time only from 9.15am to 12.15pm weekdays. There is also a lunch club that is open Monday to Thursday from 12.15pm to 1.15pm. The group serves the local area and children attend for a variety of sessions. A maximum of 24 children may attend the provision at any one time. There are currently 40 children attending who are within the Early Years Foundation Stage. Orchard Park Pre-school is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The provision provides funded early education for three-and four-year olds. They support children with English as an additional language.

The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The provision receives support from the local authority and the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Orchard Park Pre-school provides a happy, welcoming environment where all children are well cared for. Staff manage health and safety arrangements effectively in relation to safeguarding children but some children lack an understanding of how to play safely. Staff work satisfactorily with parents and other professionals to make sure they support the individual needs of all the children. Children make steady progress in their learning and development in relation to their starting points but planning for continued progress lacks focus. Systems to evaluate and improve the provision are still developing and staff are working closely with the local authority to address identified areas of weakness.

What steps need to be taken to improve provision further?

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

- develop systems to help identify children's starting points, progress and planning for their next steps in all areas of learning
- improve the balance of adult-led and child-initiated activities within the session to support children's learning and development
- develop children's understanding of how to play safely
- develop ways to involve parents in practical ways to support their child's learning and development.
- develop the system to evaluate and monitor the provision and outcomes for

children to identify areas for improvement leading to clear identification of targets for further improvement.

The effectiveness of leadership and management of the early years provision

Comprehensive recruitment procedures ensure that all staff employed by the pre-school are suitable to work with children. Staff clearly understand their role in safeguarding the children's welfare. They share their well-written safeguarding children statement with parents. Ongoing appraisals and continuous professional development opportunities ensure staff develop their practice. Some staff undertake specific training opportunities which they cascade to their colleagues. This has a positive impact on the outcomes for children. Children are cared for in a clean, well-maintained environment and staff take positive steps to minimise risk. For example, finger-guards protect children's fingers when the door is closing. The premises are secure and staff closely monitor the pre-school door at the beginning and end of each session. The outdoor play area is enclosed and staff remove any broken pieces of equipment before children enjoy their daily outdoor play. Most children display an awareness of keeping themselves safe, both inside and outside the building. However, some children lack understanding about using equipment, such as, scissors or straws safely. The pre-school has a wide range of toys and equipment that is appropriate to the children's age and stage of development. They are of good quality but the variety of play opportunities put out for children during the session does not always fully engage all the children.

Parents are appreciative of the work of the pre-school staff and comment on the ease in which their children settle. Information sharing systems suitably identify and support children's individual needs. This ensures effective channels of communication with parents, especially with those who have English as an additional language. There are no children attending who have special educational needs and/or disabilities. However, the manager fully understands the importance of working closely with outside agencies to support children's welfare and development. The pre-school is working towards developing their links and establishing a close working partnership with all the local schools to assist with children's transition to reception class.

The provision has made some progress since the last inspection and has addressed most of the recommendations made. For example, the introduction of cafeteria-style snack time promotes self-help skills and does not interrupt children's learning and play. Children enjoy new equipment, such as laptops, obtained through grant money. Staff encourage parents to contribute their views on the provision through questionnaires, discussion and by posting their ideas in a suggestions box. The pre-school management have identified a few areas for development in relation to children's learning and are seeking support from the local authority to address this. However, there is still a lack of continuing self-evaluation to provide an accurate diagnosis of the strengths and weaknesses of the early years provision to improve the outcomes for children in all areas.

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

Children display a strong sense of belonging and security within the setting. All, including children who have recently started attending, are settled and happy. Children's personal, social and emotional development is progressing well. They are relaxed, confident and behave well. There are strong relationships within the setting, with both adults and children, who often play in small friendship groups with their peers. Young children independently explore resources, such as the climbing frame in the well-equipped outdoor area. The children's good behaviour has a positive impact on their learning and their welfare. Young children confidently ask for help when needed, in putting an apron on, for instance, so that they can participate in a craft activity. Children demonstrate good manipulative skills as they use feathers and straws to make marks with paint on paper. They take turns using the computer and competently manoeuvre the mouse around the screen.

Staff interact satisfactorily with the children. They use a reasonable range of teaching methods and resources to provide sufficient interest and engage most of the children. Staff demonstrate a clear understanding of the learning and development requirements and guidance for the Early Years Foundation Stage. They are still developing a suitable system that helps them plan flexibly for the group, based on children's interests. Consequently, the majority of activities at present are child-led and as a result, staff miss some opportunities to focus on children's individual and present learning needs. Children's assessment records are in place and the key person's collate the observations of their play. They share information regarding the child's activities with their parents but do not always encourage them to contribute to their child's learning and development record. There is sufficient detail obtained from parents about what their child can do and their preferences when children start attending. However, a lack of observations across all six areas of learning limits support for children, particularly those who are learning English as an additional language, in making progress towards the early learning goals in relation to their starting points.

Staff address children's communication language and literacy development well, most children are becoming confident speakers. Resources, such as books, help them gain an understanding of the society in which they live and the wider world. Children enjoy group time using musical instruments and all children take great pleasure in exploring the different sounds they can make. Children have regular access to outdoor play throughout the session. They climb confidently up and down the apparatus. Spatial awareness is developing as they manoeuvre around the outdoor equipment on wheeled vehicles. Some children are beginning to develop an interest in number and simple mathematical language. Older children can count to 10 and beyond in sequence. Staff use routines, such as lining up for outdoor play or lunch time to use numeracy as they count out the number of children.

Children begin to understand the importance of good personal hygiene as they clean their hands before eating. They are learning to make healthy choices for

snack and help themselves when they need a drink. Older children show a good understanding of the importance of healthy eating. Parents who provide a packed lunch receive clear information from the provision about appropriate food content to promote a healthy lifestyle.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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

Outcomes for children in the Early Years Foundation Stage	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	2
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