

# Anlaby Park Methodist Pre-School

Inspection report for early years provision

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**Unique reference number** 314574  
**Inspection date** 12/05/2011  
**Inspector** Carol-Anne Shaw

**Setting address** Anlaby Park Methodist Church, 256 Hull Road, Anlaby  
Common, Hull, North Humberside, HU4 7RR

**Telephone number** 01482 569404

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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

Anlaby Park Methodist Pre-School was registered in 1989. The setting provides sessions of care for children within the local and surrounding community. It is situated in the Methodist Church Hall on Anlaby Common, on the outskirts of Kingston-upon-Hull, within East Riding of Yorkshire. The setting is managed by a voluntary committee and a manager is employed. Children have access to a large hall and an adjoining small room, referred to as the 'library room'. They have the opportunity to spend some of their time in two additional rooms in the building and use an enclosed outdoor play area.

The pre-school is registered on the Early Years Register to care for a maximum of 32 children at any one time, of these none may be under two years. There are currently 54 children aged from two years to under five years on roll. The setting operates six sessions each week, from Monday to Friday, during local school term times. Morning sessions start at 9am to 12noon and there is an extra session Tuesday 12noon to 3pm. The group provides the opportunity for some children to stay for lunch, provided by their parents, during an extended period according to demand. The group supports children with special educational needs and/or disabilities and English as an additional language.

There are eight members of staff who work with the children. The majority hold a level 3 qualification in childcare. The manager has a level 4 supported by the deputy who has Early Years Professional Status. The setting has built partnerships with other professionals.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's care and learning is given high priority, resulting in them making excellent progress in their personal social and emotional development and good progress in other areas of their learning. The staff team know the children well and a high priority is given to ensure that their individual needs are fully met. All children are very effectively included in all aspects of the provision and can participate in the activities at their level. Children's welfare is well promoted, they benefit from the outstanding partnerships developed between parents. The recommendations from the last inspection have been completed. The group are pro-active in their reflective practice and use this to improve outcomes for children.

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

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

- develop further the outside environment, for example, extend the opportunities for children to garden, grow and learn about the changing seasons

- promote healthy eating when providing snacks, encourage children to choose healthy snacks.

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

Children are safeguarded because the procedures are clear and the staff demonstrate a clear understanding of their role in safeguarding children from abuse and neglect. The staff team regularly update their training in safeguarding issues. All staff are confident that they would promptly report any concerns or allegations in line with Local Safeguarding Children Board procedures, the nursery's policy and procedure identifies relevant contact details. The policies and procedures to support children's welfare are effectively implemented by the staff. There is comprehensive documentation that supports the safety and health of the children. The vetting procedures for the staff who work with the children are robust and there are effective systems in place for other adults linked to the provision, for example, the management committee.

Partnership with parents and carers is outstanding and parents are complimentary about the group. Notice boards, newsletters and the information booklet for parents are all very informative. Parents are encouraged to share what they know about their child, before and during their child's time at the setting. Children's learning journals are completed and parents add information from home about their child's interests and progress. They have worked with the staff team in progressing children's language skills through using the 'talking bag' at home. Fathers have been involved this term with the writing at work photographs, and visits to the group to support writing, making the children, especially the boys become more interested in mark making.

Resources overall are mainly well organised to support children's learning. The effective indoor environment allows children free access to self-select from a wide range of resources and equipment. The outside resources are effectively organised, however, there are limited opportunities for children to explore growing plants and vegetables. Children have opportunities to learn about the diverse world, and the staff team ensure the provision is fully inclusive, giving a high priority to equality and diversity.

Partnership with others providing the Early Years Foundation Stage is good and close working with the local schools promote transition. The manager and staff are confident in each other's abilities and there is good teamwork and communication to ensure the smooth running of the provision overall. There are opportunities to attend training and the support for staff development continues to enhance the quality of the provision. The manager and staff attend ongoing training to keep informed of current childcare and learning issues. The staff team are well deployed throughout the day. The key person system is effective in supporting individual children's well-being. There are excellent systems in place to evaluate and monitor the provision. This leads to development actions being set and addressed which improves the outcomes for children and demonstrates a commitment to continuous improvement. The team have developed the outdoor area since the last inspection.

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

The children are confident and happy in a secure environment in which there are many opportunities for their learning and development. The play activities offer new and interesting challenges across all areas of learning. The staff team are friendly and caring, they join in with children's play to extend and promote their development. Observation and assessment systems are completed and are used to illustrate the progress children are making. They include the possible next steps for children's learning. The planning for the following week is linked to children's individual interests and stages of development.

Children receive individual attention from staff that ensures their environment is safe for them to explore independently. They confidently initiate their own play and access the areas of continuous provision both indoors and outdoors.

Their independence is successfully promoted and they follow their own interests. Children make good progress within all areas of learning, outstanding progress in personal social and emotional development. The creative trolley is well-organised to promote independence and support individual creativity. The staff team are skilled at asking open-ended questions to encourage children to think and demonstrate what they know. The environment has a range of different texts and labels, the children learn to recognise their own names. They are eager to practise writing in a variety of ways. Opportunities for children to recognise number, shape, and colour are included in games and in the everyday play.

Behaviour is very good and children's self-confidence is reinforced through plenty of praise. Children benefit from outings in the local community to enhance their knowledge and understanding of the wider world. They enjoy many celebrations and festivals, enjoying their Royal wedding day supported with a wedding cake. Children are skilled at using the computer and use simple games to support their learning. The staff team are interested in what children do and say, all children are fully included in activities and these are differentiated to meet the needs of the children attending providing fully inclusive learning opportunities. Children learn about the diverse world, and the staff team ensure the provision is fully inclusive.

Good priority is given to ensure children's safety and security. There are robust systems in place and risk assessments identify hazards and staff ensure all areas and equipment used by the children are safe. Children are supported to learn to keep themselves safe, their health is well promoted within the group, and children learn to understand why personal hygiene is important. Children enjoy the social snack time, with milk and biscuit, healthy snacks are not always fully promoted. Children can freely access drinks throughout the session.

## 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>	2
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>	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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
The extent to which children develop skills for the future	2

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