

Leven Pre-School

Inspection report for early years provision

Unique reference number	314671
Inspection date	04/05/2011
Inspector	ChristineTipple

Setting address	Leven Sports Hall, North Street, Leven, East Riding of Yorkshire, HU17 5NF
Telephone number	07724 147933
Email	
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

Leven Pre-School registered originally in 1974. It is managed by a voluntary committee. The group operates from Leven Sports Hall, situated in the village of Leven in the East Riding of Yorkshire. The setting has use of a room on the first floor, which is accessed by stairs, and the sports hall and associated facilities within the building. There is access to designated grassed and paved areas for outside play.

The pre-school opens Monday to Friday during term time only. The sessions are from 9am to 3pm, which includes a lunch club, and children can attend for various sessions. A maximum of 24 children may attend the playgroup at any one time. There are currently 32 children attending and all are within the Early Years Foundation Stage. The pre-school is registered on the Early Years Register. The playgroup provides funded early education for three- and four-year-olds.

The pre-school employs eight members of childcare staff, all of whom have relevant qualifications at level 2 to 6. The setting receives support from the local authority and 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.

Staff provide a supportive and caring environment where children's individual needs are fully recognised and valued. Staff promote children's safety and welfare very effectively. All the children enjoy a variety of activities and positive learning experiences which enable them to make good progress. There are good working partnerships established with the link school, parents and within the community. The staff work very effectively as a team to evaluate their provision, which includes input from parents and children. This enables management and staff to be confident in identifying areas to develop and to build on best practice.

What steps need to be taken to improve provision further?

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

- review the safeguarding policy to ensure it is in line with the Local Safeguarding Children's Board guidance.

The effectiveness of leadership and management of the early years provision

The staff have updated their safeguarding training to ensure their knowledge of child protection issues is current. They are informed of the relevant agencies to contact if they have concerns about a child. However, the safeguarding policy and procedures are not fully in line with the Local Safeguarding Children's Board

guidance to ensure these are implemented appropriately. The risk assessments take account of all areas used by the children, including the outside and outings, and these are reviewed. The supportive range of other policies and procedures promote children's health and safety effectively and are fully shared with parents. Staff ensure all records and documentation are updated as required. The recruitment and selection process is clear and relevant systems in place to ensure appropriate qualifications and suitability checks are completed. A staff induction is implemented and there are regular staff appraisals carried out which ensure ongoing opportunities for staff development. The pre-school seeks information and comments from a range of sources which include the children, parents and staff. This enables the pre-school to reflect and celebrate their strengths and to clearly identify areas to improve upon, which are monitored through clear action plans to inform their self-evaluation process.

The working partnership with the local school is good. There are regular opportunities for the children and staff to be involved in shared activities and for children to become familiar with the school environment. This is effective in supporting children's transition into school and in promoting continuity in their individual learning and development. The relationships with parents are very good. The staff provide an open door approach to enable parents ongoing opportunities to discuss their child's needs. Contact by parents with their key person is available daily and there are regular parent sessions through the year. Other information is shared through the parent welcome pack, newsletter and notice board. The staff encourage a shared approach with parents in their children's learning through linking activities at home and pre-school. Parents have access to their children's learning journey files at all times which provide a detailed record of what their children do and the learning taking place. Parents' comments are sought through the questionnaires and suggestion box which give positive praise to the quality of care and learning offered to their children and how much they enjoy coming. Parents can be helpers at the sessions and members of the management committee.

The pre-school provides a welcoming environment where children and families are well supported. The pre-school takes positive steps to provide an inclusive environment within the constraints of the building. Children have opportunities through the year to participate in different cultural celebrations. There are a wide range of resources which positively reflect and celebrate diversity with the children. Children have good access to all areas of the pre-school. This enables them to be independent in making decisions in what they want to do. Staff take responsibility to ensure the core areas of learning are well resourced to enhance children's learning experiences.

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

Staff have a good understanding of the Early Years Foundation Stage. This ensures children receive a positive range of experiences which reflect all areas of learning. The planning is well managed by a staff team which effectively promotes children's ongoing interests and learning needs. These are evaluated to provide feedback on

the value of the activities and the learning taking place and to add ideas for future improvements. Key staff complete regular detailed observations of their key children which are both spontaneous and more in-depth assessments. These are enhanced with photographs of the children at their activities and all information is kept in each child's learning journey file. Staff use the observations and assessments very well to identify children's next steps, which are monitored to ensure their progress is being managed effectively. The staff give high priority to children's personal, social and emotional development, which develops their independence and self-assurance very well. Children are supported by the staff to be good listeners, especially at circle time where the children discuss their news and listen to each other, which they do very well. There are good opportunities for the children to interact and express themselves, which enhances their language skills. Children enjoy the various opportunities to use different mark making resources, which fully supports their early writing skills. Books are freely accessible and enjoyed by the children both at group story time and individually in choosing their own.

Children have good access to various activities which promote and encourage them to use numbers and problem solve through their play. They learn to match, sequence and recognise different shapes and to weigh out ingredients for baking. Construction resources are varied and offer different challenges for the children, such as making an aeroplane. Good role play facilities and small world resources encourage the children to extend their imagination and ideas. Children have a selection of equipment which is programmable, such as the computer. Children enjoy experiences where they can investigate and explore their environment, such as looking for spiders and their webs with magnifying glasses. Children visit various provisions within the community, the local shop, nature walks and the farm. Staff make good use of the outside area which is managed to best effect for the children as access is down the stairs. They also use the sports hall which offers all year round physical activities for the children. They enjoy the parachute game and music and movement and have a variety of equipment, such as, tunnels, scooters, bikes and ball games. There is a wide selection of smaller resources which promote children's manipulation and hand and eye coordination skills effectively. Children have free choices to be creative, such as, painting, sticking and cutting out and making collages or printing. Children are keen to take their pictures and other examples of their artwork home.

The children are comfortable in the routines and staff are aware of ensuring children's ongoing safety in what they do, which is promoted through example and discussion. Children take an active part in the fire evacuation procedure. Information is shared with parents when children are ill on the exclusion periods to minimise cross-infection. The children manage their personal care well and are aware of the importance of washing their hands before their snack or lunch. The pre-school provides healthy daily snacks for the children, such as various fruit and vegetable sticks. Parents provide their children's packed lunch. The staff assist the children in regards to managing their behaviour, respecting others and using their manners. Children are supported to take turns and share and to manage this for themselves, such as when using the egg timers at an activity. Time out is promoted to enable staff to discuss issues through with the children as well as praising and encouraging them in what they do to enhance their confidence and

self-esteem. There is a positive reward system in place which all children are included in and is valued by them.

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	2
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	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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