

Yelvertoft Pre-School

Inspection report for early years provision

Unique reference number	220203
Inspection date	26/05/2011
Inspector	Karen Millerchip
Setting address	Lilbourne Road, Yelvertoft, Northampton, Northamptonshire, NN6 6LJ
Telephone number	07753 100191
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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

Yelvertoft Pre-School opened in November 1992. It operates from the village hall on the outskirts of Yelvertoft, Northamptonshire. A maximum of 24 children may attend the setting at any one time. The pre-school is open term time only and the operational hours are Monday and Thursday 9.30am to 3pm, Tuesday and Wednesday 9.30am to 1pm, and Friday 9.30am to 12noon. All children share access to a secure outdoor play area and a large open field.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 18 children aged from two years six months to under five years on roll. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school serves the village and local areas and children attend for a variety of sessions.

The pre-school employs four members of staff. Of these, two hold appropriate early years qualifications and two are working towards a qualification. 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 satisfactory.

Children are suitably safeguarded and child-to-staff ratios are well maintained. Satisfactory attention is given to helping children learn about healthy lifestyles and develop skills for the future. They are cared for by a friendly and caring staff team and children enjoy their time in the setting. The environment is suitably inclusive and most children access the full range of learning opportunities and resources. There are sound partnerships with parents and suitable arrangements are in place to make them aware of their children's care and well-being. Some risk assessments have been devised and strategies for monitoring and evaluating the provision are developing.

What steps need to be taken to improve provision further?

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

- ensure that the risk assessment identifies all aspects of the environment that need to be checked on a regular basis (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register). 13/06/2011

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

- extend planning to ensure all children, including those who attend part-time, have access to the same opportunities as others.

The effectiveness of leadership and management of the early years provision

The management and staff create an environment in which children are protected from abuse and neglect, and where most staff are trained to enable them to promptly respond to any concerns about children's welfare. Staff demonstrate a sound knowledge and understanding of their duties, safeguarding requirements and regulations. Robust recruitment procedures ensure that all new staff and students complete the necessary checks to confirm their suitability to be in contact with children. Some daily risk assessments are effective in ensuring that potential hazards to children's safety are both identified and minimised. However, not all risks have been considered or included on the written records. Consequently, this potentially impacts on the children's overall safety. Available space indoors is well organised. Effective deployment of staff helps to ensure that children are fully supervised as they flow freely between the playroom and the outdoor area.

There are clear strategies in place to care for children with special educational needs and/or disabilities. Staff work alongside parents, carers and other agencies to support the children's needs so that they are included in the life of the setting. Policies and procedures are generally inclusive and sufficient systems are in place to support those who speak English as an additional language. Staff have well-developed partnerships with parents and share information in a variety of ways. The committee and staff have developed an informative parents pack and have updated all policies and procedures. The use of an information board provides parents with an account of their child's daily experiences in the setting and parents views are gained through questionnaires and comments are included in their child's learning journal. This ensures information is readily shared and used to promote children's achievement and well-being. The setting provides a friendly informal environment where visitors, children and their families are made to feel welcome.

The staff team work well together and all staff working directly with the children feel supported by their manager. The staff-to-child ratios are often exceeded to provide good levels of support, however the requirement to provide 50% of qualified staff is not met. This is a breach of a welfare requirement and could impact on children's well-being. Appraisal systems are used which effectively identify individual staffs learning needs and interests. For example, working with children with special educational needs and/or disabilities. A variety of training is available to all staff. Systems to monitor and evaluate practice within the setting are in place. These include the views of the staff team and the parents. Therefore, priorities for future improvements have been identified and are beginning to be addressed. At the last inspection, there were four recommendations raised, most of which have been fully addressed.

Suitable settling in arrangements ensure parents and children get to know staff

and the routines. Parents are given verbal and written feedback about their child's day, including their behaviour and activities they have participated in. Parents and other providers spoken to during the inspection commented positively on aspects of the provision. For example, they share comments, such as, 'children love coming to play with their friends' and that the staff are 'friendly and approachable, and sensitive towards individual families needs'. They also stated that they spend time with their children's key workers to discuss their development.

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

Children engage well with their peers and are making satisfactory progress towards the early learning goals. Staff have a suitable understanding of the Early Years Foundation Stage and how young children learn. They provide them with a suitable range of adult-led and child-initiated activities. Staff interact and support children's learning, knowing when to withdraw to allow them to learn from one another. Satisfactory planning is in place ensuring all of the six areas of learning are effectively included. Staff undertake some planned and spontaneous observations of the children during their play. This information is then assessed by the children's individual key workers and used to determine their next steps in their learning journey. However, some activities are not pitched to provide appropriate challenge for more or less able children. This could possibly impact on the rate at which they learn. Many children are confident individuals who know the routines extremely well. They are aware of the jobs that need to be done for the day ahead. Their independence is encouraged at snack and meal times as they identify their own lunch boxes and pour their own drinks. Mealtimes are a sociable occasion where children talk about their food and learn about food that is good for their bodies.

Children's personal, social and emotional development is generally well promoted. Children who are less settled or new to the setting are cared for by their individual key workers. Children's behaviour overall is good. Staff implement a consistent approach to handling the children's behaviour and set them challenges to help them behave well. For example, if children run in the setting, staff ask them to go slowly to keep each other safe indoors. Children are also reminded during group time about being kind to their friends and sharing.

Children's communication, language and literacy skills are being developed. This is because they access books on a daily basis and are introduced to phonics at group time. For example, when they first arrive they identify their own name card and during the day spontaneous opportunities are seized to reinforce letter sounds and names. Consequently, they are beginning to understand that print carries meaning. Staff show a genuine interest in what children have to say. They take time to ask them questions about the models they are making during small construction and the creations they are developing with collage and glue. Children respond enthusiastically and lively conversations emerge. Consequently, they are becoming confident in communicating with adults and learning about the wider world.

Children's health and well-being is successfully promoted and necessary steps are taken to prevent the spread of infection. For example, children are encouraged to use tissues to wipe their noses and wash their hands before eating. Staff are aware of appropriate treatment if the children become unwell, or are involved in an accident. Children are beginning to learn how to keep themselves safe as they are involved in regular emergency evacuation drills and are confident to approach staff if another child has been unkind to them. Children access many opportunities to gain skills for the future.

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	3
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	2
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	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Suitability and safety of premises and equipment). 13/06/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Suitability and safety of premises and equipment). 13/06/2011