

Cliffe Pre School

Inspection report for early years provision

Unique reference number	EY412145
Inspection date	13/06/2011
Inspector	Jackie Phillips
Setting address	Main Street, Cliffe, SELBY, North Yorkshire, YO8 6NN
Telephone number	01757630061
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*.

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

Cliffe Pre-School is a committee run group located in the village of Cliffe on the outskirts of Selby, North Yorkshire. It re-registered in 2010 to operate from a purpose built cabin adjacent to former premises used within the village institute where it had been registered since 1982. The setting is on one floor and provides a main playroom, an office, a kitchen area, disabled toilet facilities and children's toilets. There is free-flow access for children to the enclosed outdoor play area. The pre-school is registered on the Early Years Register to care for a maximum of 14 children aged from two to five years of age. Currently there are 34 children on roll. The provision is open Monday to Friday from 9.15am to 3.15pm term-time only. Children with special educational needs are welcomed and supported. The setting is accessed by the front door via a small ramp. There are six members of staff including the manager, the majority of whom hold recognised childcare qualifications. The setting receives support from the local early years consultant.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress towards the early learning goals. They are involved in a varied range of interesting and challenging experiences that take place inside and outdoors. Partnership working with parents is good. Effective transitional links are established with the local school where the majority of children will attend. Most documents and record keeping systems support children's safety and help to track the progress they make. The manager has a positive approach to secure further improvement of the provision.

What steps need to be taken to improve provision further?

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

- ensure risk assessment records include a date for review (Documentation). 30/06/2011

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

- develop further planning, observation and assessment systems to identify next steps and share information more clearly with parents.

The effectiveness of leadership and management of the early years provision

Adults at the setting are aware of their responsibility to protect children from harm. Many have attended safeguarding training and are involved in sharing information regularly to keep their knowledge updated. Team members know the action to

take if concerns are raised about children's welfare or well-being. Information regarding the child protection referral route is clearly displayed to share with all adults who attend the setting. Appropriate checks are carried out to ensure those adults who work with children are suitable to do. Risk assessments are in place to ensure the indoor and outside environment is safe for children to use. Recording systems are currently being updated. Storage at the setting is extremely limited and as a result some areas are cluttered. The lack of storage means many boxes of toys, books and equipment are stored on high shelving. This is recorded as a hazard within the risk assessment procedure but documents fail to indicate a date for review to ensure safety and continued effectiveness remains a high priority.

A bright and welcoming indoor environment is provided for children. Good attention to create focussed areas for play and learning benefits children's development and progress. Photographs, posters and displays help to create an environment for children that inspires their interest and curiosity. The wide variety of toys, tools and resources keep children well occupied and actively engaged. The majority of equipment is easily accessible, supporting children's independence and decision making. Adults are extremely responsive and take prompt action to assist children's learning. For instance, using effective skills of open questioning to help children think critically. Staff expertly help children to share and learn about safety. Successful arrangements for children to access the exciting outdoor environment has a very positive impact on learning and development. They go out according to individual need. The broad range of activities available means, for example, children can be creative, physical, imaginative and benefit from rich experiences that will reinforce and maximise learning potential.

Regular observations and assessment of children's progress takes place. This is supported by photographic evidence of the varied range of learning experiences that take place. Written accounts and examples of work are placed in children's individual learning profiles which are made very accessible to parents. Information gained from observation and assessment is used to inform planning. However, individual records are not consistently clear about how adults will move children onto the next stage in their learning. Planning is not shared very well with parents and although staff are very knowledgeable about each child's specific needs written information does not clearly reflect this. There are highly positive and well-established relationships in place with parents. Their views are sought regarding the service provided and suggestions are acted upon. Parents are encouraged to stay and play at the setting and are made very welcome. Partnership working with professionals and others delivering the Early Years Foundation Stage is valued and developing well. In particular the setting has strong links with the local school enabling children to have a seamless transition when they attend full time education.

The staff team employed at the setting carry out their roles very well with a common sense of purpose to ensure children have the opportunity to achieve as well as they can. This includes having a secure knowledge of each child's background and needs. There is a positive commitment to bring about future improvement. For example, by forming more effective partnerships with other professionals who deliver the Early Years Foundation Stage and senior staff continuing their studies towards achieving a qualification at degree level. The

manager is working very hard to identify and action areas for development, particularly since moving into the new premises. Self-evaluation procedures are good and provide an accurate account of the strengths of the setting and those areas for improvement.

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

Overall, children make good progress in their learning and development. They enjoy and achieve because they are provided with a varied, interesting and challenging range of learning experiences and activities. For instance, they have their learning enriched by visitors to the setting, such as the local Police officer and his dogs and take regular walks around their local community. They acknowledge and celebrate a range of traditional and cultural festivals throughout the year including Divali, Chinese New Year and Fathers Day. This supports children's sense of place and understanding of the world around them.

The excellent arrangements in place to allow independent access to the outdoor environment means children can choose where they want to play. They have sun hats, wellington boots and waterproof clothing provided meaning they can use the outdoors in all weathers. They have the opportunity to grow and harvest fruit, salad and vegetables and observe at close hand minibeasts and flowers in the designate wild garden area. They use the undercover area for activities including painting at the easels or they can be physical by following the curvy path on the bikes or scooters. A playhouse inspires children to use their imaginations and they problem solve as they move the large blocks to find different ways to climb the small hill. The routine is planned to support children to learn to play on their own or within small and large groups. For example, children look for their name cards as they self-register at the beginning of the session. They then join as a whole group to sing the setting's 'welcome song' to acknowledge everyone and share their thoughts and ideas. Children are able to concentrate for sustained periods of time and co-operate and negotiate particularly when sitting side by side at the computer station. They discuss the possible answers to the questions and practise their letter sounds deciding accurately that 'm is for monkey'.

Many opportunities are present for children to make independent choices and decisions. For example, when to have their snack or to select resources from the varied selection available. Drawers are at child height and clearly labelled to support this including a wide range of creative materials for children to use to express themselves. Children make good progress in communicating, literacy and numeracy. They enjoy rhymes, singing and stories and benefit from the range of interesting conversations and discussions that take place between them and adults. This is reinforced at lunch time when everyone sits together to enjoy a truly social occasion.

Adults recognise and value this which facilitates children's learning to be extended and reinforced. Children have contributed to the setting's self-evaluation exercise and plans are in place to improve this.

Children are developing an awareness of safety. This is supported by adults who take the opportunity to help children understand through discussion and explanation. For example, informing children about the importance of not pushing chairs over or how to hold scissors correctly. Children take part in regular events to practise the settings emergency evacuation procedure and their attention is drawn to road safety when out on walks and through everyone contributing towards an interesting wall display.

Excellent access to fresh air and physical exercise helps children understand a healthy lifestyle. They have fresh drinking water readily available and snacks contain a variety of healthy options. Generally children remember hand washing routines as part of the daily routine, for example before eating and after outdoor play. Some use their initiative and make adults aware when there are no paper hand towels left in the toilet area. Their behaviour is good and they are confident to make their needs known. Most children are very well equipped with the skills they will need in order to secure future learning.

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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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	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	2

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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