

Shipton Pre-School

Inspection report for early years provision

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Inspector Rosemary Beyer

Setting address Shipton Community Centre, Main Street, Shipton-By-Beningbrough, North Yorkshire, YO30 1AB

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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

Shipton Pre-School is a committee run group which meets in the Community Centre on the outskirts of Shipton-by-Beningborough, about five miles north of York, and has been registered since 1987. It serves the local village and the surrounding rural area. The group is a member of the Pre-school Learning Alliance.

The pre-school is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to provide 25 places, with 28 children currently on the roll. Children are admitted from two years six months to school age, with sessions running term time only, on Monday, Wednesday, Thursday and Friday mornings from 9.15am to 12.15pm and Wednesday afternoons from 1.15pm until 3.15pm. Lunch club sessions run from 12.15pm until 1.15pm on Wednesday and Thursday.

The group uses the main hall for the sessions. There is also a secure outside area available with grass and a patio, and permanent play equipment.

Currently three staff work with the children; all of whom are qualified. They are all very experienced childcare workers. The group receives support from the teacher mentors and early years workers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good knowledge of the children which they use very effectively to meet their learning and welfare needs, and ensure they are safe and secure. Children are well engaged in the activities which are adapted to take account of their interests and provide more challenge to keep them involved. There is a close working partnership with parents which ensures they are kept informed of issues relating to the children's wellbeing, care and learning. They are still developing contact with some other providers who care for the children. The staff use self-evaluation to identify key strengths and areas for development, with action plans in place to ensure the continuous improvement of the setting, although this does not as yet include the views of everyone involved in the setting.

What steps need to be taken to improve provision further?

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

- further develop the self-evaluation procedure to include the views of parents and children

- further develop the relationships with other providers to ensure continuity of care for all children
- develop children's independence by encouraging their care of resources and equipment.

The effectiveness of leadership and management of the early years provision

The staff work well as a team, even though they have not been together very long. They are all well qualified and undertake further training and education to promote their own personal development, to widen their knowledge and improve their practice. Staff have a good understanding of safeguarding, including the procedure to follow if child protection concerns arise. They keep good records for incidents, accidents and medication, in line with the recommendations from the last inspection, this means children are well protected.

The pre-school is well organised to enable children to develop independence by selecting their own activities, and these are suitably adapted to provide sufficient challenge, although they do not all look after what they use. All children are welcome within the setting, and the equal opportunities policy enables staff to include all children, whether they have language, physical or learning difficulties. Staff support children who speak English as an additional language effectively. Consequently they are making good progress in learning English. Children are developing a good awareness of other cultures and customs because staff actively promote positive attitudes about other beliefs through festivals and books.

Overall the policies and procedures are used effectively to promote children's welfare while the planning, assessment and evaluation of activities ensures they are making good progress in all the areas of learning. All parents are made welcome and encouraged to settle their children before leaving them. Information from parents is used to enable staff to identify children's starting points, and they then provide activities to promote their development. Parents are well informed about the setting and their children's care as they receive detailed information through feedback at the end of the sessions, a daily diary sheet and discussion of the activities. They also have access to the profiles and the scrapbook of photographs. Weekly newsletters are produced by the committee to keep parents informed of any changes or fundraising events. Parents have good opportunities to become involved with their children's learning. They are also welcome to attend sessions or evening meetings to discuss their children's progress. Parents spoken to are very happy with the setting, and the care their children receive. They feel able to discuss concerns with staff such as the erection of a new section of fencing. This is to complete the fencing already in place and to improve the security of the outside area as it is higher than the existing panels.

Staff continuously evaluate their practice and are in the process of using the online self-evaluation procedure, although they have not yet formally included parent's and children's views. Action plans are in place for future development of resources and training. They are updated and evaluated regularly to ensure any training meets the needs of the children at the setting.

Staff have good relationships with most outside agencies involved with their children as well as other carers such as childminders. However, the continuity of care for a few children is sometimes impeded because sound relations with some local settings have not yet been established. Teachers from local schools are also involved in exchanging information to ensure the transition from pre-school to school is smooth.

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

All the children are happy and settled, they are comfortable when visitors arrive, and curious to know why they are present. They are becoming confident speakers and chat sociably to each other and to the staff, as they are encouraged to give their views and talk about their lives. They also ask for help if they need it, such as doing up shoes before going outside or putting on coats. The children co-operate well, take turns and help each other. For example, a younger child was helped by an older child to get paper and mark making materials. This is because staff provide ample opportunities and encouragement to enable children to collaborate and support each other.

Children's understanding and knowledge of the natural world is growing really well. For example, they are fascinated by the unusual activity of feeding a lamb with a bottle. Children's vocabulary is effectively extended because staff encourage them to talk about items around the room such as the bird's nest, the bowl of tadpoles and flowers. Children are developing a good understanding of number and measurement. This is because staff engage them in meaningful activities such as counting and measuring the sunflowers they have planted. Children are also learning to be creative and use their senses for example when they explore the texture and smell of the herbs.

Healthy lifestyles are promoted within the setting, where children learn the benefits of healthy eating through healthy snacks and drinks, good hygiene practice through hand washing and the effects fresh air and exercise have on their bodies. They know they get fit and strong when they run around, climb and jump.

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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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