

Birstall Pre School

Inspection report for early years provision

Unique reference number	EY420819
Inspection date	04/07/2011
Inspector	Rachel Ayo

Setting address	Carr Street, Birstall, West Yorkshire, WF17 9DX
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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

Birstall Pre-School is an existing pre-school, which newly registered in 2010 due to a change of premises. It operates from two rooms within a single storey purpose built premises in Birstall, West Yorkshire. Children have access to a secure outdoor area. The pre-school is open Monday to Friday from 9am to 3pm term time only. Children aged two years to two and a half years are accommodated in a smaller room to aid transition and groups operate Tuesday, Wednesday and Thursday morning from 9.15am to 11.45pm. The pre-school accommodates the children within the local and wider areas.

The pre-school is registered on the Early Years Register to care for a maximum of 44 children in the early years age group. They are also registered on the compulsory part of the Childcare Register. There are currently 76 children on roll attending a variety of sessions. The pre-school currently supports children with special educational needs and/or disabilities and those for whom English is an additional language. Funded nursery education is provided for those children eligible to receive this.

There are 13 members of staff, of whom, eight are qualified to level 3, one is qualified to level 2 and one staff member is working towards this. The manager is currently working towards Early Years Professional Status. The setting works in partnership with the local children's centre 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.

Policies and procedures are implemented with success in most aspects to promote children's welfare, although, certain requirements are not fully met. Children make good progress in their learning and development, as a result of effective individualised observational assessment and the provision of a broad range of well planned activities. Children's individual needs are effectively met through outstanding partnership working with parents and very good links with other professionals. The pre-school demonstrates a strong commitment to the continuous improvement of outcomes for children through good self-evaluation systems.

What steps need to be taken to improve provision further?

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

- keep a record of the daily risk assessments completed indoors and outdoors including the date and by whom they were completed (Documentation). 18/07/2011

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

- improve the arrangements for ensuring children's safety in the sun
- review the organisation of the book area to encourage greater independent use by the children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well overall. There is robust vetting and recruitment arrangements and all staff members undertake basic child protection training to ensure they are aware of their roles and responsibilities. The designated person has an excellent understanding of dealing with safeguarding issues promptly to protect children. Hazards are identified and minimised well overall, although, records are not maintained of the daily risk assessments that are undertaken, which is a breach in requirements. There is excellent security of the premises, such as closed circuit television, secured gates and electronic key fobs which ensure monitored entry only into the pre-school areas. Children's arrival and departure is closely supervised and staff use walkie-talkies as an additional safety measure when children are playing indoors and outdoors. Staff practice during the sessions and on outings is generally good in keeping children safe, however, safety in the sun is not fully considered with regards to the consistent use of sun cream and hats.

Adults are deployed well and the manager delegates certain roles and responsibilities to individuals to ensure they play an active part in the smooth and efficient organisation of the pre-school. Adults are motivated and work well as a team, as a result of good leadership. Weekly staff meetings enable them to address practice issues and share ideas about activities and areas for development. Good strides have been made since registration with very positive feedback from staff and parents about the benefits of moving to the new premises. Areas for development have primarily focussed on the indoor and outdoor environment, which is well resourced and effectively organised overall.

Staff appraisals ensure their continued professional development and information from courses is cascaded to the whole team and effectively implemented to enhance practice. The pre-school take part in different initiatives to evaluate and improve on practice. For example, they were nominated by the local authority to partake in a project relating to listening to children's voices. This entailed interviews with the children and parents and has resulted, for instance, in the creation of an innovative 'feelings' unit, a wish list for the children and six monthly reviews of the 'all about me' booklets with parents.

Equality and diversity is promoted very well, including through adapting the environment, equipment and resources and linking closely with external professionals where children have additional needs. An inclusion audit is undertaken regularly and adults have a good understanding of issues relating to narrowing the achievement gap and provide activities across the six areas of

learning, indoors and outdoors. Children access all resources equally and there is no gender bias. For example, boys engage in imaginative play with dolls and play food in the home corner role play area.

There is excellent partnership working with parents. Key workers undertake interviews as part of superb settling-in procedures. A parent induction file is shared, they are actively encouraged to share what they know about their child through 'all about me' booklets and the 'look, listen and note' document which helps staff establish starting points. An extensive array of information is displayed, including staff photographs and newsletters are provided regularly to update and consult parents on a range of issues and initiatives. Communication books provide an excellent forum for sharing information about each child and parents are actively encouraged to contribute comments and share achievements. Regular open days are held along with reviews to update children's development. Parents share family photographs and are undoubtedly involved in children's learning. For example, they bring resources to support activities and topics, such as the current seaside theme. Parents contribute to the twice-yearly fun day, take part in fundraising events and messy play days and have visited the setting to talk about their culture, help children with gardening and bath their baby.

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

Children settle quickly on arrival and show that they are eager to attend the pre-school. They are active and inquisitive and demonstrate good levels of concentration and interest in their environment, enhanced with bright posters and displays. They show excellent levels of independence, confidence and self-esteem as they readily choose their preferred activity from a good range of low-level resources stored, for example, in labelled tubs or drawers. Children's sense of security is initially fostered through the creation of a 'mini me' room for children under two and half years of age. This continues to be highly fostered through superb transitional arrangements for children moving to the larger pre-school room or moving onto another nursery or school. School and nursery uniforms are included in role play resources, focussed activities are linked to transition and booklets showing resources and teachers, for instance, are being devised for all feeder schools.

There is a good range of planning tools and interesting activities are provided across the six areas of learning linked to topics or themes. Regular observation and assessment, including linking with other providers, informs children's next steps, which staff incorporate in their planning alongside children's interests. Staff use good questioning to extend and support learning as they engage in their play. For example, they encourage children to look at the shapes of the puzzle or train track in order to connect these and children delight as staff enthusiastically engage in action songs with them.

Children are highly sociable as they link up during a range of activities and ground rules in picture form support their understanding of behavioural expectations. They

share ideas, cooperate and take turns, for example, as they paint the play house in the garden with water and brushes or play imaginatively in costumes, such as a chef, superhero and police officer. Positive images of diversity are reflected in resources and posters and exciting activities are incorporated in festivals. For example, children make a Chinese dragon using cardboard boxes. In addition, as part of a transition project multicultural staff came into the setting and talked about their own faiths.

Children have good access to the inviting outdoor area. They clearly enjoy exploration and investigation as a staff member helps them look for natural objects, such as the bark on the tree, to create a rubbing. They learn about a healthy lifestyle through posters, engaging in good hygiene routines, growing cress, parsley and onions and by the provision of healthy snacks, which children help prepare. For example, they butter and sprinkle cheese on their own cracker.

Children enthusiastically use different media and materials to create a starfish and delight in showing visitors their creation. They show good fine motor skills as they use scissors and mark-making equipment and delight in writing the letters of their name. Children are confident communicators and labelling in the environment helps them learn that print carries meaning. However, as a result of the book area being uninviting, they do not readily access this area. Children have good opportunities to develop an understanding of nature. They take part in the community planting and growing project, learn about the life cycle of the butterfly and care for the pre-school hamsters. Children explain that you must not put your fingers in the cage, showing they have an awareness of keeping safe. Their understanding of this is also enhanced well through visitors from the Road Safety Officer and Police.

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	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

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	1
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