

Addingham Pre-School

Inspection report for early years provision

Unique reference number EY416548
Inspection date 04/07/2011
Inspector Mr Rasmik Parmar

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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

Addingham Pre-School Playgroup has been operating since 1960. It was newly registered in 2010 due to a change of premises. It is run by a committee and operates from three rooms within the old reception area of Addingham Primary School near Ilkley in West Yorkshire. Children access the fully enclosed outdoor play area within the compound. The setting has its own entrance sited at the side of the school. It is open during term time, Monday to Friday from 8.45am to 11.45am. Also, during the spring and summer terms it is open Monday, Tuesday, Thursday and Friday afternoons from 12.20pm to 3.20pm. During the autumn term it is open Monday, Tuesday and Thursday afternoons from 12.50pm to 3.20pm. The setting primarily accommodates children from within the local community.

The setting is registered on the Early Years Register to care for a maximum of 30 children. There are currently 44 children on roll who attend various sessions. The setting currently supports children with special educational needs and/or disabilities.

There are four staff members employed to work directly with children, all of whom hold appropriate early years qualifications, including two with teaching qualifications. The setting receives support from the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children flourish in this stimulating environment and make very good progress in their learning and development. Practitioners are motivated and totally focused on delivering highly positive outcomes for children in their early years. There is an outstanding commitment to promoting equality and diversity, together with excellent use of resources and outstanding partnership with parents. Very effective systems for self-evaluation and reflective practice lead to a continuously evolving setting.

What steps need to be taken to improve provision further?

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

- consistently develop links with other providers where children attend more than one setting to ensure coherence and consistency in children's learning and development.

The effectiveness of leadership and management of the early years provision

Children play in an extremely safe, secure environment where practitioners are caring and attentive and are effective in maintaining a relaxed atmosphere where

children happily play and learn. The setting has clear and robust policies and procedures regarding safeguarding, which are clearly understood by practitioners and parents. All practitioners have a secure understanding of safeguarding issues and they work together with parents and relevant agencies to protect children. Clear vetting procedures ensure that all staff working with children are suitable to do so. Effective recruitment and regular appraisals continually assess practitioners' ongoing suitability and identify training needs. Robust procedures for arrival and departure ensure children are handed over safely to a known adult. Highly effective risk assessments for all areas, including outdoors, ensure any potential risks to children are minimised. Practitioners undertake checks on a daily basis to ensure the premises are suitable for children.

The layout of the rooms, including the outdoor play area, enriches children's lives and subsequently they thrive in a highly stimulating environment. The furniture, equipment and resources in all areas are of high quality and suitable for the ages of children to fully support their learning and development. Continuous play provision and free-flow access to a well-equipped outdoor area provide children with a varied range of experiences. Outcomes are clearly attributed to excellent use of resources, including effective deployment of practitioners. A highly inclusive and very welcoming service is provided as practitioners support children and provide an enabling, learning environment. Signs, labelling, posters and photographs around the setting support children's understanding of the local community and wider world. Children are encouraged to develop a strong sense of community because all staff have a genuine, caring approach and help children celebrate their differences and similarities to ensure they feel valued and have a sense of belonging. Excellent systems to support children with additional needs mean that all children feel valued and their uniqueness is fully promoted. The setting operates a system of caring for younger children separately to that of older children. This contributes enormously to the settling and well-being of younger children as they are allowed to form friendships with their peers and learn at their own pace. Older children have formed bonds with one another and feel assured as they will be moving into their first schools knowing that their friends will be there too as they take their next big step away from this setting.

Transitions to schools are supported well through passing on relevant documentation about children's progress towards the early learning goals to the teachers. Transition arrangements with the local school involve teachers, who visit the setting to find out background information on children prior to starting school. Children visit the school, which is adjacent this setting. They have attended school assemblies and had their lunch at school, feeling safe that practitioners are visible through the glass panels, and take part in activities with school children, such as watching little chicks. This contributes tremendously to children's smooth transition to school during a possibly un-settling time.

Practitioners liaise with other settings, such as nurseries, creches and childminders, and share information about children's learning and development to ensure consistency and coherence in children's progress towards the early learning goals. However, this is not done consistently by all practitioners for a small group of children. There are effective liaisons with other professionals involved in the care, learning and development of children with additional needs. Individual education

plans for such children ensure that specific requirements are quickly and efficiently met.

Partnerships with parents significantly enhance the consistency in care children receive and actively contribute to their rapid progress towards the early learning goals. There is a highly effective two-way process of sharing information between parents and staff to support children's learning at home. This provides a context for discussion about learning through play and seeks ways parents can support them. Parents are very much valued as the primary carers of children and are involved in numerous ways to establish strong links with the setting, which has a considerable positive impact on children. Parents form part of the committee responsible for overseeing the running of the setting. They help voluntarily at the setting and actively take part in outings and the village gala, in which children from this setting participate. Also, the views of parents are frequently sought and their feedback is valued through questionnaires and daily discussions with practitioners. All this contributes to excellent partnership with parents in order to promote very positive outcomes for children.

Children thrive in this organised and stimulating environment where practitioners dedicate time to enhance the setting by implementing very effective systems to monitor and evaluate the provision. Practitioners are successful in identifying areas for improvement and to build on their strengths, as part of maintaining continuous improvement. They have a clear vision to provide the best for children and were successful in their bid to use the local school premises, resulting in very positive outcomes for children.

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

Children benefit from the warm and welcoming environment because practitioners are experienced and have very good knowledge of the Early Years Foundation Stage. Practitioners use information from parents to form a basis for each child's individualised learning and development. Thorough observations and assessments help to make meaningful plans for the next steps in children's learning, which incorporate their interests. Children with additional needs have their very specific individual needs met through individual education plans. Children are constantly supported by enthusiastic practitioners who observe and value what children can do. They guide children's thinking with questions about what they see, feel and think. Effective systems for tracking children's progress towards the early learning goals provide clear evidence about children's learning and development. Practitioners ensure all children make very good progress in developing skills that will help them in the future.

Children blossom in this setting where their individual needs, interests and abilities are truly catered for. Highly accessible resources enable children to make their own choices and decisions. Children develop excellent independence skills. Practitioners sensitively acknowledge and take into account children's ideas, effectively using these to extend their learning and development. Children develop a sense of responsibility as they help take care of their peers and their environment, such as

tidying up the resources after they have finished using them. Staff gently encourage children's understanding of right from wrong through use of sensitive questions to support them in recognising their behaviour. Children develop high levels of self-esteem and confidence as staff frequently and warmly praise and encourage them.

Children have daily opportunities to experiment with a range of media and materials. They make marks with a variety of printing materials, colour in and practise pencil control with different writing materials. Children learn to count using everyday objects and gain an awareness of adding and taking away as they sing a variety of songs. They enjoy using an extensive range of equipment which enables them to learn about shape, space and weight. Measuring jugs and water encourage children to learn about quantity and capacity. Children's problem solving is extended in practical situations, such as joining jigsaws or playing with puzzles. They learn how to make sand wet enough to make shapes and play with water in a variety of ways. Children have wonderful opportunities to investigate, observe and explore for themselves. Children's creativity is encouraged as art and craft activities and role play resources are readily available. Children thoroughly enjoy using a vast range of materials where they learn about texture. Play dough, sand and pasta all provide real experiences using natural materials.

Children develop a wide range of physical skills when they engage in robust physical play outdoors. They enjoy fresh air and daily exercise outdoors and experience all types of weather as waterproof clothing is available to enable play throughout the year. This increases their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle.

Snack times are social occasions when children are learning about healthy choices as a good variety of fruit, milk, water and foods from different traditions are available which meet their individual dietary requirements. Children are encouraged to become aware of their own fluid intake. Older children are able to independently help themselves to drinking water from the dispenser and younger children have access to cups of water from a jug. Good personal hygiene routines are encouraged as children learn to use the toilet and wash their hands. Cultural and traditional days are planned for children, which respect the views and beliefs of others. Children's achievements are celebrated by practitioners, who are very enthusiastic and display children's work on the wall, giving them a sense of pride.

Children have very good opportunities of how to keep themselves safe as staff support them through discussions, appropriate books and stories about road safety and why they should not to talk to strangers. They clearly feel safe and secure because they are at home and very relaxed within the setting due to warm and purposeful interactions by the practitioners. Overall, children are confident, very capable and display high levels of high self-esteem in an environment that provides an extreme commitment to high quality care and 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	1
The effectiveness with which the setting promotes equality and diversity	1
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	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