

The Villages Pre-School

Inspection report for early years provision

Unique reference number

EY427435

Inspection date

04/10/2011

Inspector

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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*.

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Description of the setting

The Villages Pre-School was registered in 2011. It is privately owned and managed. The pre-school operates from St Lawrence Hall in Eldwick, West Yorkshire. It has sole use of the premises when operating. The setting runs from Monday to Friday between 9.20am and 2.45pm during term time only. All children share access to an outdoor play area. A maximum of 40 children in the early years age range may attend the setting at any one time. This provision is registered by Ofsted on the Early Years Register.

There are currently 77 children aged from two to four years on roll, some of whom receive funding for nursery education. The setting serves the local community and surrounding areas. Children attend for a variety of sessions throughout the week.

The setting employs 11 staff, the majority of whom have relevant early years qualifications. The manager has early years professional status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for by experienced and dedicated staff who ensure they are fully aware of each child's individual needs. Staff are fully aware of the Early Years Foundation Stage Framework and observe, assess and support children as they make good progress in their learning and development. Activities are well organised and all children are fully included in these. Effective partnerships with parents and other providers significantly contribute to meeting children's individual needs. The systems for evaluating and monitoring the provision are developing. The staff team are extremely committed to the continuous development of the setting and they demonstrate a strong capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to develop the use of self-evaluation processes as the basis for ongoing internal review, assessing what the setting offers against robust and challenging quality criteria
- ensure that there are suitable hygienic facilities for drying hands.

The effectiveness of leadership and management of the early years provision

Staff have a secure understanding of safeguarding procedures and of their responsibilities in reporting concerns to protect children from harm. Staff training is

updated regularly to ensure that they have up-to-date knowledge. A comprehensive written safeguarding procedure is in operation and includes the procedure to follow if an allegation is made against a member of staff. The recruitment, induction and appraisal procedures ensure that all adults working with the children are both suitable and well prepared for their role. Risk assessments are comprehensive and are carried out regularly to minimise the risks for children. Supervision of children in the setting is very good and staff are well deployed throughout, working well as a team to ensure the children's safety. All the required documentation is in place and maintained to a very good standard, and effectively underpins the setting.

The creative organisation of the playrooms encourages children in purposeful play and exploration. It also enables them to make independent choices and to be active in instigating their own play. They have regular access to the outdoor play area, encouraging those children who learn better outdoors. The environment is inclusive. All children and families are welcomed and valued, and systems are effective in supporting integration into the setting for all children, regardless of their needs. Although, the setting does not currently support children with disabilities or those who speak English as an additional language, the staff fully understand their responsibilities to work with parents and other agencies to meet the needs of children.

Partnership with parents is very good. Parents receive good information about the setting via a welcome pack, newsletters and the parents notice board. Parents have many opportunities to talk to staff to share information. The children's learning and development records are available to parents and they are kept informed about what their child is doing and how they are achieving. Parents are also encouraged to add their own comments and observations to children's development records to promote continuity of care and learning. Parents say that they are very happy with the overall quality of the provision and care provided for their children. Staff also liaise with other professionals and providers delivering the Early Years Foundation Stage to the children to promote continuity and progression of children's learning and well-being, especially during the transition into school.

The self-evaluation process is evolving well and staff are able to identify some strengths of the service and areas for improvement. However, systems for this are not yet firmly in place. The active involvement of parents in the evaluation process is encouraged through a suggestions box and questionnaires. Staff also recognise the value of having outside support from their local authority advisors, and the keen willingness of the staff team demonstrates the capacity to make any necessary improvements. Furthermore, staff continue to develop their childcare skills through attending relevant training opportunities in order to update their childcare knowledge and to improve their practice.

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

The children are happy and settled in the stimulating, relaxed environment that has been created for them by the dedicated staff team. The children are interested in the activities and resources available; consequently, their levels of concentration are beginning to deepen. Planning ensures that children are suitably challenged, interested and developing within the setting. Observation, assessment and planning procedures support individual children's ongoing development and learning styles, and as a result they are achieving well.

Children are very happy to come to the setting, show their growing confidence as they separate from parents on arrival, and are keen to explore the inviting play environment. Staff are caring, considerate and genuinely enjoy the children's company. Children behave well and respond to expectations. They interact with each other, play cooperatively, and are learning to take turns and share resources.

Children's communication, language and literacy skills are effectively promoted. Staff ask children open-ended questions to extend their thinking, for example, as they bake they are asked to recall ingredients that have gone into their cakes. The baking activity covers many aspects of children learning, for example, children weigh and measure the ingredients and they take turns when adding ingredients and stirring the mixture. They also develop physical skills as they use tools to stir the mixture and cut the apple and they observe changes to ingredients when the mixture is baked. Staff also demonstrate to children that print carries meaning when they read the recipe sheet as they bake.

Children enjoy mark making using a variety of tools, such as, chalk, paint, pencils and crayons. They give meaning to their marks and some children draw recognisable figures. Children learn about different shapes and problem solve as they play with a variety of puzzles. They enjoy learning to sequence as they help staff put a clock face together, with some children being able to state that one number is bigger than another. They have fun opportunities to explore different materials, such as play dough, and develop their growing creativity as they paint and make collages using buttons and straws. Role play equipment is used by both boys and girls to help foster children's imagination. Children enjoy re-enacting stories outside, such as Jack and the Beanstalk, as they vigorously attempt to cut the beanstalk down.

Children learn to adopt healthy lifestyles. They learn about healthy eating and receive nutritious options at snack times, such as cheese, crackers and fruit. Parents are reminded to provide healthy lunch boxes and use ice packs to ensure perishable foods do not get spoiled. Hygiene practices are generally promoted well. Although, some more able children wash their hands spontaneously before snack and after visiting the toilet, younger children are not always reminded to do so and facilities for drying hands are lacking. This potentially gives rise to the spread of infection. However, staff are vigilant about ensuring the environment is clean and they use colour coded cloths for different cleaning tasks. Children also learn about oral hygiene through the activities. Children have regular opportunities to play

outdoors as part of their healthy lifestyle. They challenge their physical ability as they excitedly ride their bikes, play with balls or climb the slide. Children show they feel safe as they move around confidently, both inside and out. They also are beginning to understand about keeping themselves safe when they take part in the regular fire drills and learn about road safety on outings.

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	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	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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