

Beck Community Pre-School Group

Inspection report for early years provision

Unique reference number	317474
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Inspector	Andrea Paulson

Setting address	Beck Community Centre, Esthwaite Avenue, KENDAL, Cumbria, LA9 7NZ
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Type of setting	Childcare - Non-Domestic

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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

Beck Community Pre-School Group was registered in 1996 and is managed by a voluntary committee. It operates from two rooms within Beck Community Centre in Kendal and serves the local neighbourhood south of the town. Children also have access to an outdoor play area. All areas are accessible.

The setting is registered by Ofsted to care for a maximum of 26 children under eight years at any one time. Currently, 21 children aged from two to five years attend the setting at various times. All of these are within the early years age group and four are in receipt of funding for early years education. The setting is open from Monday to Thursday during term time from 9am to 12noon. An optional lunch club runs from 12noon to 1.30pm on Monday and Wednesday. The setting currently supports children with special educational needs and/or disabilities and those for whom English is an additional language.

There are four members of staff who hold qualifications in early years at levels 6, 5 and 3, with another staff member working towards level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management of the setting is strong with the active committee and well-informed leadership implementing robust vetting of adults to check that those working with children are suitable to do so. Staff are fully aware of the effective procedures in place to protect children. For instance, the handover of children to parents and carers is particularly thorough. Knowledgeable staff implement the inclusive policies and procedures so that each child is well protected. The highly qualified, experienced and skilful staff group works well together in caring for each child and keeping them safe. Staff implement risk assessments well so that hazards are clearly identified and routinely resolved, such as access to the Centre.

What steps need to be taken to improve provision further?

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

- develop the outdoor environment further with specific regard to giving children more first-hand contact with the natural world.

The effectiveness of leadership and management of the early years provision

The management of the setting is strong with the active committee and well-informed leadership implementing robust vetting of adults to check that those working with children are suitable to do so. Staff are fully aware of the effective procedures in place to protect children. For instance, the handover of children to

parents and carers is particularly thorough. Knowledgeable staff implement the inclusive policies and procedures so that each child is well protected. The highly qualified, experienced and skilful staff group works well together in caring for each child and keeping them safe. Staff implement risk assessments well so that hazards are clearly identified and routinely resolved, such as access to the Centre. Continuous improvement of the setting is achieved through effective evaluation of the provision involving parents, carers, staff, children and local authority monitoring. Significant developments since the last inspection include further staff training so that children benefit from their extended knowledge and skills. Specific training on individual needs results in each child receiving the level of support needed to make good progress. Consequently, improvements are made which enhance the provision so that each child achieves well.

Resources are organised well so that each child has freedom of movement between the play areas in this continuous provision. Staff are effectively deployed so that children have full choice of the activities while being carefully supervised. The multi-purpose use of the Centre results in some limitations in further enhancing the environment but staff work hard to plan and create challenging experiences. Consequently, children have access to the many indoor play areas and quality activities, though the outdoor play area is less well developed. The updated and inclusive policies and procedures are implemented consistently by staff who work closely as a team. In this way, they maintain a familiar and established routine which helps children to settle well.

The setting's partnership with parents and the local community is strong and contributes significantly to the high level of children's individual well-being and learning. Children's progress in learning is shared regularly with parents through, for instance, discussion and diaries, so that continuity of learning at home is well promoted. Parents are encouraged to contribute to their child's learning journey file, for instance, during the school holidays, so further enhancing the continuity of learning. Parental feedback is highly positive with comments about the interesting activities, the conscientious and caring staff, and how staff make every effort to meet individual needs. Close links with the local school, including visits and the sharing of progress reports, contribute to the smooth transition. The setting actively promotes equality and diversity where children play well together in harmony. Staff have a good knowledge of each child's background and learning needs in order for them to progress well with appropriate support.

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

Children's learning and development are promoted well, as the manager and staff implement overall and individual planning to ensure a good balance across all the areas of learning. Observations are used effectively to note each child's progress and to plan the next steps in their learning. Their starting points are established when sharing information with parents and carers which informs individual planning. Children are motivated and interested in the stimulating learning experiences provided so they enjoy and achieve well.

Purposeful staff interaction results in spontaneous learning to reinforce children's knowledge and understanding. For instance, children identify the square and triangle shapes of the toast and identify 'satsuma' as a new word during snack time. They identify the colours of the spots during story time and practice making a circle as a whole group. Children learn to communicate as they are encouraged to express their ideas, for instance as they make dinner during role play. They are engrossed in the story as they learn to listen well and try to join in the action songs. Children gain confidence as they recognise their name labels and achieve self-registration successfully. They link sounds to letters and act out being a snake to reinforce their learning.

Children develop numeracy skills as they learn to count and match numbers to symbols in a card game. They create wavy lines on a computer programme then print off the picture, so making patterns while increasing mouse skills. They further develop mathematical concepts as they build in wet sand and direct the water flow along lengths of guttering. Good opportunities promote awareness of their own environment and the wider world. They enjoy feeding lambs during a visit to a local farm, developing good social skills about caring for others. Children enjoy activities based on festivals and resources which reflect other cultures. All children are well integrated as they play well together.

Children learn about healthy eating as they enjoy nutritious snacks and know that fruit is good for them. They follow good hygiene practices and help themselves to water during physical activity so keeping themselves well. Children enjoy physical activity with plenty of fresh air and daylight as they show developing skills in balancing, riding scooters and rolling hoops. They become aware of keeping safe as staff explain about using equipment safely. Children are very well behaved and understand appropriate explanations by staff, for instance, rolling the hoops away from other children so as not to hurt anyone. Children grow in confidence, self-esteem and independence through the encouragement of warm and friendly staff in this welcoming setting, so promoting their development and skills for the future.

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

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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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