

Heslington Pre-School

Inspection report for early years provision

Unique reference number	321542
Inspection date	09/11/2011
Inspector	Ros Vahey

Setting address	Lord Deramore's Primary School, School Lane, Heslington, York, North Yorkshire, YO10 5EE
Telephone number	07708 155 484
Email	hbhpreschool@gmail.com
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Heslington pre-school is a playgroup run by a voluntary group which was registered in 1992. It operates from premises based in Lord Deramore's Primary School. The playgroup serves the local area and has strong links with local services. There is a fully enclosed area for outdoor play and the playgroup has access to the school grounds.

The playgroup opens Monday to Friday during term time. Sessions are from 9am to 12pm and from 12.30pm until 3pm on a Tuesday for children under three years to attend. Children are able to attend for a variety of sessions. The playgroup is registered on the Early Years Register. There are currently 22 children registered who are within the Early Years Foundation Stage. The playgroup provides funded early education for three and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The playgroup employs 5 members of childcare staff, almost all of whom, hold level 3 qualifications. It receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled because staff know the children really well. Working with parents and carers as well as other agencies, especially developing inclusion, are key strengths of the setting. This also ensures that children's individual needs are sensitively met. Children's inclusive learning is well supported by the wide range of toys and resources available to them. This means that children progress well, given their age, ability and starting points. Staff regularly evaluate the quality of the provision and parents and children are involved in identifying improvements.

What steps need to be taken to improve provision further?

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

- support children further by providing opportunities for them to play with ideas, discover connections, think critically and ask questions

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because the manager has good knowledge of local safeguarding procedures. Staff are well informed about child protection and have the appropriate contact details available should they be concerned about a child. All members of staff are suitably vetted. Children

are kept very safe whilst in the setting because staff are vigilant and supervise the children well. The manager regularly reviews and updates her risk assessments which cover all areas, including, outdoors. This means all children are well protected when using equipment and resources, such as, the cars and slope to the outdoors area. Children are also further protected because the staff keep good records, including, accident, medication and attendance records.

Staff are knowledgeable about the Early Years Foundation Stage and use this well to support children in their learning. The environment is well organised. There is a wide range of exciting resources for children to choose from, including, a range of technological toys, such as, a computer as well as natural objects to capture their imagination. Children are able to choose what they would like to play with and access some resources for themselves, such as, books, the home corner and the dressing up clothes. This means that they are able to thrive and make good progress in their development.

The manager is aware of their strengths and weaknesses. She continually looks for ways to improve the provision for the children. For example, the outdoor area has been developed so that continual free flow play can be achieved. Previous recommendations have been promptly and effectively addressed. For example, medication records are always signed by parents which means that children are kept safe.

Staff form excellent working relationships with parents and carers. They obtain useful information about each child, such as, what they can do themselves as well as their dietary and personal care needs. This means that parent's wishes and children's individual needs are effectively met. Staff and parents share important information about their child's starting points and progress. This means that parents can become involved in the child's learning and each child is extremely well supported in making progress towards their early learning goals. The approach towards inclusion is exceptional. The pre-school fully embraces equality and diversity in all their activities. This approach is particularly valued by parents and carers and contributes to an effective approach to personal, social and emotional development. Highly effective relationships with other provisions and professionals involved with the children are firmly established and contribute well to supporting children's welfare and learning. Staff offer sensitive and caring support to children who have special educational needs and/or disabilities. Children are learning to develop positive attitudes towards themselves and others because the staff teach them about other cultures and beliefs, including, sharing the use of first languages when singing and writing.

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

Children really enjoy being in this setting and are familiar and secure in its routines, because all staff are careful to meet their needs. Children are able to move freely and safely around the setting because the key workers ensure their environment is safe. For example, they are well aware of where they can go in the setting and know how to use the toys and other resources safely. Children's good

health is promoted effectively. They readily wash their hands before a snack because good hand washing routines are well established. They are starting to learn about making good choices in food because they are offered healthy options, such as, fruit. Children are able to get out in the fresh air on most days and enjoy play both inside and outdoors freely. They are developing good physical skills in walking and running because they make use of a variety of resources. For example, they can use the wheeled toys and other equipment to test and challenge their skills.

Children are making good progress towards the Early Learning Goals because the staff plan activities around their interests and needs. They regularly observe what children can do and record their progress so that what they need to do next is identified. Children are developing good language skills. They enjoy looking at books, turning the pages to find their favourite picture and talking about what they see. The children have plenty of opportunities to try out their early writing and drawing skills. For example, they like to make lines and circles with chalks, pens and paints. They are focusing on developing an awareness of the sounds that letters make in their names. They can count ably up to ten and enjoy recognising shapes in the jigsaw puzzles. However, children have fewer opportunities to solve problems through everyday situations or to play with new ideas. This means that their ability to think critically and ask questions is developed less well. Staff promote children's knowledge and understanding of the world through a variety of activities, such as, using play dough, cornflour, play with small world figures as well as growing plants in their classroom. Children are also gaining good skills in using technology as they access a variety of games via the computer. This means that children are also developing good skills for the future.

Children behave really well in the setting. This is because staff offer clear expectations and involve the children in making the rules, using much praise and kindness. Children are learning about their own and other cultures and beliefs because they learn about other countries, children teach everyone songs from their cultures, and they also celebrate birthdays and festivals together.

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	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	1
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

