

The Villages Pre-School

Inspection report for early years provision

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Inspector Susan Heap

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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

The Villages Pre-School is privately owned and was registered in 2011. It operates from a single storey building in the grounds of East Morton Church of England Primary School, Bradford, West Yorkshire. Children have access to a secure outdoor play area. The pre-school is open Monday and Wednesday 9am to 3pm and Friday from 9am to 12noon term time only. There is a step to the front of the building. The pre-school supports children with special educational needs and/or disabilities.

It is registered on the Early Years Register. A maximum of 20 children in the early years age range may attend at any one time. There are currently 40 children on roll. This includes a number of three-and four-year-old children who are in receipt of nursery education funding.

There are seven members of staff who work directly with children and, of these, five hold relevant childcare qualifications at level 3. The manager has a BA (Hons) degree, a Post Graduate Certificate in Education and Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for by caring, dedicated staff team who meet their individual needs successfully. Positive relationships are established with parents, carers and other professionals to ensure continuity. This means that the developmental needs of each child who attends are met effectively which promotes inclusive practice. Children engage in a wide range of interesting activities which cover all areas of learning. Children are effectively safeguarded and their health and welfare are paramount. Systems to monitor and evaluate practice and identify areas for improvements are realistic and have a positive influence on outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to monitor and evaluate the delivery of the observation, planning and assessment systems to ensure records show how staff respond to children's interests and how they extend and challenge their learning
- continue to develop resources which help children develop knowledge and understanding of differences in gender, ethnicity, language, religion, culture, special educational needs and disability issues.

The effectiveness of leadership and management of the early years provision

Staff have a good knowledge of how to safeguard children and the procedures to follow should they have any concerns about a child on their care. All staff have an enhanced Criminal Records Bureau Disclosure to ensure that they are suitable to have regular contact with children. Systems are in place to monitor visitors to the setting and ensure that relevant identification is produced before being permitted entry. Policies and procedures are effective to ensure children's welfare is promoted. For example, risk assessments are regularly completed and staff are vigilant, ensuring children's safety at all times. Detailed individual risk assessments are in place for children with specific medical or dietary conditions. These provide staff with necessary information regarding the care that they need which means children's welfare is effectively promoted and safeguarded.

All necessary consents are obtained regarding children's care. Staff are appropriately trained, skilled and work well together to share knowledge, helping to improve outcomes for children. The setting continually strives for improvement and has high aspirations for the quality of care and learning it provides for children. Staff are well deployed and support children very effectively so that each child makes good progress towards the early learning goals. Rooms are well organised so that children have sufficient space to move around freely and children make effective use of the space. Resources are of good quality and are easily accessible so that children can select independently and initiate their own play if they choose. Although, resources which portray all aspects of diversity are limited.

Although, the setting does not currently support children who speak English as an additional language, the staff team fully understand their responsibilities to work with parents and other agencies to meet the needs of children. Staff are developing relationships with other professionals to promote continuity and progression of children's learning and well-being, especially during the transition into school. The staff team recognise the importance of involving parents in all aspects of their work with children. They are actively encouraged to take part, such as providing healthy snacks on a weekly basis to promote the children's understanding of the 'Eat Well Plate'. An effective key person system develops a strong bond with parents and children, helping to forge close and trusting relationships. In addition, notice boards, newsletters, and daily communication with parents provide further opportunities for a two-way exchange of information.

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

Children are provided with freshly prepared snacks which entice children's taste buds. They relish their food and help themselves to tomatoes, slices of cucumber or toasted bagels. Mealtimes are social occasions where children sit together and eat with the staff and have lots of discussion. Children have lots of opportunities to enjoy physical exercise and fresh air on a daily basis. They move with control and

co-ordination as they take part in music and movement activities, enthusiastically completing the actions to a favourite story and singing to a compact disc. They walk with confidence and safely as they move in a line from the indoor to the outdoor environment. They know they have to 'walk sensibly' and follow the person who is in front of them, carefully touching the wall or fence. Children play co-operatively together as they practise their road safety skills, taking turns to be pedestrians, drivers or the lollipop person. Through this role play activity children are effectively learning how to keep themselves safe.

Children's starting points are initially established through discussions with, and written comments from their parents in their learning journeys and staff build on this knowledge. They regularly undertake observations to assess children's progress and plan a range of activities to meet individual children's needs at the weekly planning meeting. Learning journeys are being reviewed to ensure continued improvement so that each child can reach their full potential. Staff are sensitive to children's needs, they know the children very well and are strongly aware of their interests. This enables them to plan motivating learning experiences for each child. The staff engage with children extremely positively at all times and have many interesting conversations, which help to develop children's vocabulary whilst consolidating their knowledge and understanding. For example, while playing in the play dough children say 'I have made a volcano'. Staff extend their thinking by skilfully asking questions, such as 'What comes out of a volcano?' They talk about lava and how it is hot and it may burn. This leads onto children talking about going to hospital if this happens. Similarly, they talk about the texture and colour of paint during a painting activity.

They use mathematical language as they talk about how many rabbits the pre-school has, holding their fingers up to show the correct number. More able children can count from one to 20, or put the numbers on a clock in the correct sequence. Children use programmable toys and computers to support their learning and they confidently build and construct with a range of objects, such as bricks and recycled materials to complete their designs. They recognise the first letter of their name while some children can write their name, spell it out phonetically or make the link that other children's names begin with the same letter. As a result, children are developing key skills for the future.

Staff observe and provide support if asked or needed. Less confident children receive lots of reassurance and encouragement to explore their surroundings. A member of staff is always ready to give a cuddle or hold a hand at these times. For example, when taking part in physical activities outdoors. Children are happy, secure and settled and eager to play and learn. They wait excitedly for the planned visit from the football coach who teaches children new physical skills through fun and interactive games. This helps them to develop team spirit and a positive attitude to exercise as well as colour recognition, counting and turn-taking skills.

They behave well because staff implement behaviour management strategies consistently so that children are aware of boundaries. Children show a very good awareness of responsibility in the pre-school. They self-register on arrival by finding their own name and picture card and place it above their chosen coat peg. Children are encouraged to develop their personal interests, pursuing their own

ideas and using their imagination. For example, children who have formed firm friendships enjoy role play area and dress up as a fireman or policeman for the day.

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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