

Early Years @ Lightcliffe

Inspection report for early years provision

Unique reference number

303768

Inspection date

08/12/2011

Inspector

Ros Vahey

Setting address

Christchurch - Lightcliffe Site URC, Leeds Road, Lightcliffe,
Halifax, West Yorkshire, HX3 8NU

Telephone number

07912 889 409

Email

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).

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.

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

Early Years @ Lightcliffe is run by a voluntary committee and was registered in 1997. It operates from a community building in Christchurch, Halifax. The pre-school serves the local area and has strong links with local services, including the children's centre. There is an enclosed area for outdoor play.

The preschool opens Tuesday to Thursday, from 9am to 3pm, term time only. Children are able to attend for a variety of sessions. The preschool is registered on the Early Years Register for no more than 24 children at any one time. It is also registered on the compulsory and voluntary parts of the Childcare Register. Currently 31 children attend, who are within the early years age range, aged from two years to four years. The preschool supports children who speak English as an additional language.

The preschool employs five members of childcare staff, four of whom hold level 3 qualifications, or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are well supported and valued by the staff so they are settled and secure. Staff plan a good range of activities, enabling children to take an active part in most of the learning opportunities provided so children make good progress. Staff are responsible in their approach to the children's health, safety, and welfare needs. Effective partnerships with parents and other services meet children's needs well. The staff take effective steps to evaluate their practice, which includes identifying strengths and areas which require further improvement.

What steps need to be taken to improve provision further?

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

- improve the educational programmes to provide opportunities for children to develop their use of simple technology equipment
- increase further the opportunities for children to play outside, so that it has a positive impact on children's sense of well-being, and helps all aspects of children's development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well-protected in the pre-school because the staff have a good knowledge of local safeguarding procedures. There are clear, robust arrangements in place for safeguarding children and staff have a good understanding of the steps to be followed should they be concerned about a child.

The setting ensures that all children are kept safe because staff supervise the children well and all staff are suitably vetted. Risk assessments are completed daily and cover all areas, including the outdoor area. Appropriate steps are taken to remove any toys and equipment with wear and tear and premises are kept secure so that children play in a safe environment. Practice is supported by a comprehensive set of procedures and policies, and staff keep good records, including accident and medication records.

The senior management team are very aware of their strengths and weaknesses. They are committed to improving their provision for the children and set themselves challenging targets. For example, they plan to develop the outdoor area to create more continuous provision for children. They have successfully addressed previous recommendations from their inspection. For example, they have revised the child protection procedures to reflect the local safeguarding board procedures, keeping children safe. Staff also use an audit tool to enhance their policies, practices and procedures and to ensure they continuously improve the provision for children. A high priority is given to staff training and both leaders are studying for the Early Years Foundation Stage degree.

Staff form effective relationships with parents and carers. They obtain useful information about each child's starting points, such as what they can do themselves, as well as relevant information about their favourite toys. This means that parent's wishes and children's individual needs are effectively met. The staff and parents share important information about their child's ongoing progress. There are opportunities each term for parents to share their child's learning journals, which contributes well to supporting children's welfare and learning. Parents provide positive feedback about the caring approach towards individual children. The pre-school offers good support to children with special educational needs and/or disabilities. They value working with parents to ensure that children with English as an additional language have their unique needs met. For example, staff ensure that children's home languages are written on displays and posters. This enables children to reach their full potential.

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

Children enjoy being in the pre-school and are familiar and secure in daily routines because staff build good relationships with the children. Children are able to move around the setting safely and confidently because the environment is kept safe. Children know the boundaries and they are well aware of where they can go in the setting. Children know how to use the toys and other resources, safely such as the climbing frame and slide. Children's good health is promoted effectively by the staff. They readily wash their hands before lunch due to good hygiene routines being well-established. Children are starting to learn about making good choices in food because they are offered healthy options, such as carrots for a snack, and have water to drink as they play. They have access to the fresh air on most days and are developing good physical skills in jumping and dancing because they learn to make good use of space in movement and dance sessions. However, the outdoor area is not used to best effect in fully challenging the children's physical

skills or providing children with opportunities to explore and learn.

Staff's knowledge and understanding of the Early Years Foundation Stage is extensive. They use this well to support children in their learning because they identify all the appropriate areas of learning when planning weekly activities. The environment is welcoming and well organised, with great attention paid to displaying children's artwork and words. This creates a warm and homely environment. Children are able to choose what they would like to play for themselves, such as books or toys in the 'home corner'. Many resources are available for children to access themselves and rotated efficiently so that children's interests are stimulated. This enhances their independence skills which contributes to good progress in children's learning and development. Staff make good observations of what children can do and record their progress so that their next steps in development can be identified. Children are developing good language skills because staff are skilled in asking open-ended questions, encouraging children to think and problem-solve. Children really enjoy sharing books with an adult and other children in small groups, turning the pages to find their favourite picture and talking about what they see. Staff are developing children's knowledge of phonic awareness very well because they know the sound made by the first letter of their name. This means that children are confident in a range of early literacy skills. The children also have a wide range of opportunities to try out their early writing and drawing skills. For example, they make lines and circles with the crayons, paints and chalk. Staff value their achievements by responding with admiration. Children are developing good early numeracy skills because they count to ten and above as they play and share books. Children are fascinated by the challenges provided by a good range of jigsaw puzzles. The staff promote children's knowledge and understanding of the world through a variety of activities, such as using play dough. However, children have fewer opportunities to use simple technology and this hinders their ability to develop good skills for the future.

Children behave well in the preschool. This is because the staff offer clear expectations and supervise them using praise and kindness to build their self-esteem. Children are encouraged to develop friendships and to show respect as they play. Non-traditional roles for girls and boys are encouraged, for example, through dressing up as fire officers. Children are learning about their own and other cultures and beliefs and enjoy celebrating their birthdays and festivals such as a Mexican Christmas and Hannukah.

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 | 3 |
| 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

| | |
|--|---|
| 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 | 3 |

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

Annex B: the Childcare Register

| | |
|---|-----|
| The provider confirms that the requirements of the compulsory part of the Childcare Register are: | Met |
|---|-----|

| | |
|--|-----|
| The provider confirms that the requirements of the voluntary part of the Childcare Register are: | Met |
|--|-----|