

Leconfield Pre-School

Inspection report for early years provision

Unique reference number 314670
Inspection date 07/12/2011
Inspector Diane Turner

Setting address Leconfield School, Arram Road, Leconfield, East Riding of
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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*.

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.

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Description of the setting

Leconfield Pre-School was originally set up in 1972 and is run by a volunteer committee. It operates from Leconfield School in the village of Leconfield on the outskirts of Beverley in East Yorkshire. The setting has use of the hall and an enclosed outdoor area. Opening times are from 8.55am to 11.55am Monday to Friday during term time only.

The setting is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for 26 children under eight years at any one time, all of whom may be in the early years age group with none under the age of two years. There are currently 30 children on roll in the early years age group and they attend for various times and sessions. The setting is currently supporting children with special educational needs and those who speak English as an additional language. There are five staff employed to work with the children. Of these, one holds a childcare qualification at Level 4, three have Level 3 and one has Level 2. The setting receives support from the local authority Early Years Advisor and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a bright and welcoming environment where they settle well. They are offered a good range of activities which are planned around their interests and support their learning very successfully. Most of the required documentation is in place, and overall, the partnership with parents is good as are the links with most of the other professionals involved in the children's care. Very effective systems are in place to evaluate the quality of the service to promote continuous improvement, with staff, parents and children all fully involved in the process. This ensures a service that is fully inclusive and responsive to the views and needs of all the users.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure written parental permission is obtained for all children for the seeking of any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare). 20/12/2011

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

- develop further the links with other early years settings the children also attend to ensure effective continuity and progression in their learning and development is promoted through the sharing of relevant information
- provide more opportunities for parents to review their children's progress on a regular basis and to contribute to their learning and development record.

The effectiveness of leadership and management of the early years provision

The setting's arrangements for safeguarding children are good. Staff are very confident in their ability to recognise the possible indicators of abuse or neglect and know to whom they should refer any concerns. Effective systems are in place to ensure the suitability of staff, the premises are kept secure all times and any risks to the children's safety are minimised effectively. Documentation is maintained to a good standard overall, however, written parental permission for the seeking of medical advice or treatment in an emergency has not been obtained for all children to ensure their safety and well-being. This is a breach of the welfare requirements. Children are provided with a bright, well-organised and stimulating learning environment. Colourful displays of their work are evident throughout and show that their efforts are valued and appreciated. A good range of toys and resources are presented at the children's height promoting choice and independence.

The manager has a clear vision of what it is she wants to achieve for the setting and this is shared with, and fully supported by the friendly and dedicated staff team, who all work well together. The systems for assessing the service are robust and include a formal self-evaluation form. Questionnaires are used to gauge parents continuing satisfaction of the service and any issues raised are addressed immediately. For example, staff have ceased to provide hand sanitizer for the children to use as some parents felt this had a negative effect on their skin. Staff regularly consult the children as to what it is they like and dislike about the setting and there is good evidence to support the improvements that have been made since the last inspection. Clear plans are in place to develop particular areas further, such as providing an additional enclosed area for outdoor play.

The setting gives high priority to promoting equality and diversity. Detailed information is obtained about each child prior to the placement beginning and staff support the children's individual learning styles to narrow the gaps in their achievements. For example, to encourage boys in particular to take part in mark making activities back packs containing such resources are provided for them to use in the outdoor area. Children with special education needs and those who use English as an additional language are well supported and fully included in the activities. For example, through the use of signing during singing time. Staff work very well with any outside agencies involved in the children's care and the links with the local school are good ensuring a smooth transition between the settings. The links with some of the early years settings the children also attend, however, are not fully developed to ensure a cohesive approach to their learning and development.

The setting engages very well with parents. Detailed information about the service is provided via a prospectus, the setting's web site, newsletters and notices in the play room ensuring parents are made fully aware of all aspects. Parents are actively encouraged to be involved with their children's learning. For example, they can take part in the 'morning-in' rota system when they can observe their children's learning first-hand and a library book system is operated to promote the sharing of stories at home. However, the system to enable parents to view their children's learning journal on a regular basis and to contribute to these is not fully effective. This means that some parents may not be fully informed of their children's progress. Parents are keen to express their satisfaction of the setting, stating for example, that staff are friendly, supportive and very welcoming.

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

All staff have a good understanding of the Early Years Foundation Stage and how children learn and develop. They provide a good balance of child-initiated and adult-led activities, enabling the children to learn effectively in different ways. All staff are enthusiastic in their approach. For example, at the beginning of the session they discuss what activities are on offer, making these sound fun so the children want to take part. Staff skilfully interact with the children as they play to support and extend their learning. For example, they explain how to operate the camera after which the children independently take photographs of their friends. Staff delight in the results and acknowledge these with lots of praise. Consequently the children enjoy their learning and have high levels of self-esteem as they know their efforts are valued and appreciated.

Staff give high priority to supporting children in developing their personal, social and emotional skills. As a result, the children become very independent. For example, they confidently ask for additional resources to complete their ideas, such as requesting glue and paper so they can wrap boxes to represent Christmas presents. The children enjoy sitting quietly and looking at books on their own in the book corner, carefully replacing these on the shelf when they have finished and they show a very caring approach to any new starters. The children spread their own butter on their cracker and pour their own drink at snack time and they put their hand up when they want to speak during group discussion. The children have numerous opportunities to develop and use their skills in problem solving, reasoning and numeracy. For example, they confidently count how many adults and children are present at registration, correctly match buttons to their snowmen pictures and successfully complete interactive number games on the computer.

Children's communication skills are promoted well by staff on a one-to-one basis and during group activities. For example, the children discuss the weather each day and during singing time they delight in practising their Christmas songs, confidently accompanying these with signing. The children become captivated as they listen to stories, particularly one about Father Christmas needing the toilet. They are keen to engage visitors in conversation, discussing what it is they like about the setting. Effective systems are in place to monitor the children's

developmental progress, with a learning journal being compiled for each one by their key person.

The children confidently move around the setting and engage well with staff showing they feel safe in their environment. They are actively encouraged to adopt safe and responsible practices. For example, staff provide activities linked to road safety when the children practice using pedestrian crossings and learn a song relating to car safety. Photographs show them practising the emergency evacuation procedures for the setting so they know what to do in the event of a fire. These activities are reinforced through visits from the local police officer and fire fighters. The children are actively encouraged to adopt a healthy lifestyle. For example, they have daily access to fresh air and physical exercise in the playground and this is complemented by circle games and movement activities indoors. The children know to wash their hands before eating and they independently access a tissue to blow their nose, putting this in the bin afterwards. They enjoy healthy food items for their snack and board games are used to reinforce their understanding of healthy eating further.

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

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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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