

Roberttown Community Centre Pre-School

Inspection report for early years provision

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Setting address	Roberttown Community Centre, Church Road, Liversedge, West Yorkshire, WF15 7LS
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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

Roberttown Community Centre Pre-school opened in 1972. It is managed by a committee and operates from within the local community centre. Children access the main hall, bathroom facilities and outdoor play area.

The pre-school provides care during term time, between 9am and 12.30pm on Monday and 9am until 3pm on Tuesday to Friday. There are currently 52 children on roll and of these, 26 children are receiving funding for nursery education. The pre-school supports children with special educational needs and/or disabilities and there are systems in place to support children who speak English as an additional language.

The pre-school employs 10 staff, most holding recognised early years qualifications. The pre-school liaises closely with the local primary school. They receive support from the Pre-school Learning Alliance and the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children benefit from the exceptional care provided in the clean, comfortable and extremely inclusive environment. They have ample opportunities to make very good progress in their learning and development as the staff are accomplished at supporting them very well. Children are captivated and inspired by an extensive range of stimulating, rich and varied activities. Self-evaluation procedures are highly effective and clearly identify areas for improvement, ensuring the setting has an excellent capacity to effectively maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further equipment and resources that offer challenges to support specific skills, with particular regard to large physical activity for older children.

The effectiveness of leadership and management of the early years provision

Children are cared for in an extremely secure and safe indoor and outdoor environment. They are safeguarded exceptionally well, as highly comprehensive policies and procedures are in place. All staff undertake training in child protection and demonstrate a substantial understanding of how to implement them effectively. The rigorous recruitment and selection procedures for staff ensure all relevant checks are completed and a comprehensive induction programme is

carried out. Thorough risk assessments take place regularly, which are highly effectively at minimising the chance of accidents occurring. The staff show an enthusiasm and passion for furthering their professional development in order to purposefully enhance experiences for each child. The excellent resources are fully utilised to effectively promote children's learning and development.

There is an unmistakable commitment to equality and diversity throughout the setting and its practice. Significant relationships have been developed between parents, carers and staff. A highly effective key person system ensures all parents and carers are fully informed of the activities their children have enjoyed and the progress they are making. These exceptional relationships are especially beneficial for children with special educational needs and/or disabilities and those who speak English as an additional language. The setting is highly committed to working in partnership with others and takes a lead role in establishing effective working relationships. Very strong links have been developed with other practitioners where children receive care and education in more than one setting. This enables staff to effectively compliment and extend activities to ensure continuity and cohesion.

The manager and her team of staff are extremely ambitious and demonstrate a huge commitment, desire and drive to effectively implement plans to improve outcomes for children. They use a robust self-evaluation system, seeking the views of all users to fully ensure all areas are effectively assessed from different perspectives. This along with rigorous systems for monitoring the provision results in the clear identification of targets for further development. The recommendations raised at the previous inspection have been positively addressed. This has a favourable impact on the setting as a whole.

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

Children are extremely well supported in their learning and development through the staff's comprehensive knowledge and understanding of the Early Years Foundation Stage. They access an extensive range of well-chosen resources, which effectively cover each of the areas of learning. Staff thoughtfully and imaginatively plan activities and experiences giving considerable regard to children's interests and capabilities. Systematic observation and assessment procedures are fully effective. This results in children being positively challenged to make good and in some cases exceptional, progress towards the early learning goals.

Children delight in valuing peoples' differences through accessing a wide and interesting range of resources, which positively reflect race, gender and disability. They also celebrate different festivals, including visiting the local church for Harvest festival and decorating their hands for Diwali. Children have developed their own pre-school rules and demonstrate an excellent understanding of the standards of behaviour that are expected. Staff openly share their feelings with the children and encourage them to share their emotions on leaves on the 'feelings tree'. This imaginatively encourages them to discuss how they feel and show empathy towards others. Children's communication, language and literacy skills are promoted exceptionally well by the highly skilled staff team. This area of the

curriculum is a particular strength in the setting and results in children having optimum opportunities to make excellent progress within it. They use information and communication technology skilfully to effectively develop their skills for the future. An example of this is where they use digital cameras to photograph flowers.

All children demonstrate a very strong sense of belonging. They show an exceptional understanding of safety issues as they develop their own risk assessments for the premises and enjoy visits from the local fire brigade. These unmistakably encourage children to take responsibility for their own safety. All children show an excellent understanding of healthy eating. This is further promoted as they help to prepare the nutritious snacks, bake bread, pick blackberries and plant and nurture potatoes. They have innovative opportunities to partake in a wide range of large physical activities. These include negotiating low-level balancing equipment, exploring the cardboard box den and playing parachutes with a large piece of material. They also occasionally visit the park to access the larger climbing equipment. However, there are fewer opportunities for older children to access more challenging resources and equipment to further develop specific skills in this area. All children demonstrate an excellent understanding of how their body works, for example, as one comments 'If your heart breaks the rest of you breaks as well'. They show an exceptional knowledge of personal hygiene practices and need no encouragement to wash their hands before a snack and to put their hands over their mouths when they cough.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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