

Lepton CE Pre-School and Just for Fun Out of School Club

Inspection report for early years provision

Unique reference number	311290
Inspection date	08/03/2012
Inspector	Helen Blackburn
Setting address	Lepton C E Junior Infant & Nursery School, Station Road, Fenay Bridge, HUDDERSFIELD, HD8 0DE
Telephone number	07535857888
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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

Lepton CE Pre-School and Just for Fun Out of School Club is managed by a voluntary committee and was registered in 1992. It operates from the school hall, dining room and a converted bungalow in the grounds of Lepton CE Junior and Infant School in the Lepton area of Huddersfield. The setting serves the local and wider community and has strong links with the school. The setting is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday for 48 weeks of the year. Sessions are from 7.30am until 6.00pm and children are able to attend for a variety of sessions. A maximum of 46 children from two years may attend the setting at any one time. There are currently 40 children attending who are within the early years age range. The setting also offers care to children aged from five years to 11 years. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting 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 setting employs eight members of child care staff. Of these, seven hold appropriate early years qualifications at level 3. In addition, the manager is training towards a further qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, practitioner's relationships with parents, children and others involved in children's care and learning are good. Practitioners effectively promote an inclusive environment that supports children to be independent, well-behaved learners. The range of experiences and activities to promote children's learning and enjoyment is exceptional. Overall, most documentation, policies and procedures are in place, to support the safe management of the setting. Practitioner's commitment towards promoting improvement is good and through self-evaluation they promote positive outcomes for children.

What steps need to be taken to improve provision further?

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

- request written parental permission to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare).

26/03/2012

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

- improve how the information provided from other settings is used to plan for children's learning priorities to promote continuity and coherence in their learning
- explore ways to encourage all parents to contribute to their child's continuous learning and development.

The effectiveness of leadership and management of the early years provision

Practitioners have a good understanding of their responsibilities in promoting and safeguarding children's welfare, for example, they all access safeguarding training. In addition, through a comprehensive policy and information on the Local Safeguarding Children Board guidance, they all know the procedures for dealing with abuse and neglect. Practitioners have worked at the setting for a number of years; therefore, staff retention is good. There are effective recruitment, vetting and induction procedures in place to ensure all adults are suitable to work with children. This contributes to keeping children safe and protected from harm. Overall, there is a good range of documentation, policies and procedures. In the main, these contribute to promoting the safe management of setting. However, although they obtain a number of parental consents, they do not request at the time of a child's admittance, permission to seek emergency medical advice. Therefore, a specific legal requirement is not met. Practitioners provide a safe environment for children to play. They are able to do this effectively because they check the premises on a daily basis for hazards, carry out regular risk assessments and supervise children's play. The organisation of resources is good, which means children make safe and independent choices in their play. Practitioners work well as a team, they deploy effectively around the setting and they maintain adult to child ratios. In addition, practitioners make very good use of local resources. For example, they invite numerous visitors from the community into the setting and they go on a number of outings. This contributes to enhancing children's experiences and promotes their knowledge and understanding of the world.

Practitioner's ambition, drive and commitment towards promoting improvement is good. Through a number of effective quality improvement processes, such as self-evaluation, training and reflective practice, they evaluate and monitor their service well. Practitioners successfully incorporate new ideas from training to promote positive outcomes for children, such as how they utilise the outdoor environment to promote learning. In addition, practitioners have addressed the recommendations made at the last inspection, which demonstrates their capacity to improve. For example, improvements in the planning process contribute to meeting the needs of younger and older children. Self-evaluation is an inclusive process because it includes the views of parents, children, committee and other professionals.

Overall, practitioners have good relationships with parents and others involved in children's learning. For example, they regularly share and exchange relevant

information, which contributes to meeting children's individual needs. However, although parents access their child's progress records and practitioners encourage them to share their observations, they have not been able to fully engage all parents. Through policies, procedures, newsletters and notice boards parents receive good quality information about the service. Parent's comments regarding the setting are very positive. For example, they speak highly of the level of care, safety and the welcoming and friendly environment practitioners provide. The setting works well with external agencies that are involved in children's care. This means children receive the additional support or help needed.

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

Practitioners have excellent relationships with the children, they know them well, which means they effectively meet their individual needs. These relationships, alongside consistent routines contribute to children feeling safe and secure. In addition, through a wide range of activities, such as discussing stranger danger, road safety and inviting community police officers into the setting, children learn how they can keep themselves safe. Practitioners have a good understanding of how young children learn. For example, they are actively involved in children's play and they ask open-ended questions so children become active learners. Overall, observation, planning and assessments arrangements are good. For example, practitioners observe all children on a regular basis and they match these to the expectations of the early learning goals. This contributes to children making good progress in their learning. Some children only attend the setting after nursery and school and practitioners have meetings with teachers to share their observations. However, how they use information shared for these children to plan for their learning priorities when at the setting is still evolving. The children experience an excellent range of activities across all areas of learning. This includes incorporating their individual interests and likes. In addition, practitioners skillfully enhance and develop the activities initiated by the children. For example, when children become extremely engrossed in the 'bear hunt' story, practitioners build on this by making 'swirly snow storms' out of canes and ribbons. They also provide shaving foam so that children can make marks in their pretend snow. This approach and flexibility in planning contributes to children having an extremely positive, motivating and enthusiastic approach to their play. The children are very happy and are fully engrossed in the wide range of activities on offer. For example, children use their imagination extremely well when playing at restaurants and acting out the 'bear hunt' story. They learn well about simple number, shape and other mathematical concepts through fun activities. For example, they engage in matching games and they use language such as in, on, under and over when reading stories.

Through everyday routines, such as hand washing children are developing a good understanding of the importance of effective personal hygiene practices. Therefore nutritious snacks and activities on health, such as growing their own foods, help children learn about the importance of making healthy choices. Opportunities for children to be active are good, which supports their physical development. For example, children demonstrate their balance and climbing skills when using the outdoor apparatus. In addition, children are developing their dexterity and

coordination skills well. For example, they pour, dig and rake the sand and other media.

The children's behaviour is good and through play and everyday routines, children learn about being kind, sharing and taking turns. This supports them in having cooperative and positive relationships with their peers. Practitioners fully promote an inclusive environment. For example, through training on communication, language and literacy, practitioners ensure children have a voice, encouraging them to share their ideas. This provides children with a sense of belonging, good self-esteem and a positive self-image. In addition, children are developing a respect towards all people in society. This is because they engage in a good range of activities, discussions and access resources that promote positive attitudes towards ethnicity, religion, culture, disability and gender issues.

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	1
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