

# Little Crickets Pre School

Inspection report for early years provision

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**Unique reference number** EY439505  
**Inspection date** 24/05/2012  
**Inspector** Linda Filewood

**Setting address** Harrogate Cricket Club, The County Ground, St. Georges Road, HARROGATE, North Yorkshire, HG2 9BP

**Telephone number** 01423 561352

**Email**

**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

Little Crickets Pre School opened in 2012 and is run by a limited company with incorporated charity status. It operates from Harrogate Cricket Club in the St Georges area of Harrogate. There is an enclosed area for outdoor play.

The pre-school opens Monday to Friday from 9am until 3pm during school term time. It serves the local area and children attend for a variety of sessions. A maximum of 26 children may attend the setting at any one time and there are currently 63 children on roll who are within the Early Years Foundation Stage. The pre-school provides funded early education for three- and four-year olds and supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs seven members of childcare staff, six of whom hold an appropriate early years qualification. It receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff fully understand each child's abilities and requirements, which enables them to provide for all aspects of their welfare, learning and development. The excellent partnership with parents and close working relationship with outside agencies and other professionals support each child's development in relation to their starting points. Children play in a secure environment with good supervision and effective safety procedures in place. Overall, most documentation, including children's development records, is in place and effective. Staff and the pre-school committee regularly reflect on the provision's practice and understand their strengths and areas for development to improve the 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 (Safeguarding and promoting children's welfare). 08/06/2012

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

- develop the use of the regular short observations to support all staff in identifying the immediate developmental needs of children.

## **The effectiveness of leadership and management of the early years provision**

Clear and robust recruitment procedures, including a comprehensive induction process, ensure all adults working with the children are suitable to do so. Staff robustly follow highly effective safeguarding policies and procedures which ensure children are very well protected. Most required documentation is in place. However, permission to seek any necessary emergency medical advice is not requested from parents. This is a breach of a legal requirement. Children play safely as staff regularly conduct risk assessments of all areas of the environment that they use. Resources support children's learning well and are of good quality. Children have safe and easy access to a wide range of play opportunities as staff organise space within the provision well.

The excellent partnership that staff have with parents significantly impacts on children's care, well-being and learning. Staff carry out home visits before a child starts. This allows them to meet the child and their parents in the home environment to discuss their individual needs. Parents receive a wealth of information about how their child is developing and what they can do to support this. They state that they are extremely happy with the provision and the committed staff team. Parents are able to contribute in a number of ways to the decision making in the service, including serving on the pre-school Management Board. Staff accommodate parents' differing needs and work patterns extremely well. They collect some children from their sibling's local school and use a walking bus to journey safely to the pre-school. Additionally, staff use a home link book when parents are unable to regularly meet their child's key person. Children who have special educational needs and/or disabilities are very well supported, and further outside support is readily available to help the family, staff and children. Well-established links and working partnerships with local schools and nurseries significantly assist with older children's transition to reception class.

The committee and staff are fully aware of the strengths and areas for development of the provision. They use self-evaluation to assist them in targeting areas for further improvement. For example, a new paved area and equipment in the outdoor area enhance children's enjoyment of outdoor play. All staff take an active role in reviewing their continuous provision to make improvements and parent questionnaires inform the evaluation processes. The Management Board and staff have high aspirations for improving the outcomes for children. For example, a forest school is to be introduced and there are plans to make use of the large room upstairs for physical development in very inclement weather.

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

Most children are making good progress in their learning through play, as staff fully understand the Early Years Foundation Stage learning and development requirements. Staff quickly identify children who may require additional support and, after discussion with parents, ensure they get the appropriate help. They

regularly observe children's play, but do not always record sufficient information to make effective use of the written observations. However, good team communication ensures that focused support for each child is appropriately included in the following week's planned activities. Staff understand each child's pattern of play. They ensure that activities are matched to children's needs, abilities and next steps in their development and learning.

Children concentrate well in tasks and are interested, enthusiastic and motivated. They move around the play areas confidently and independently selecting activities and resources. Staff support children well but also know when to stand back and let them explore on their own. Children play harmoniously together, chattering with each other as they play, and many form small friendship groups. Others play confidently on their own, but seek support from staff, for example to enjoy in a counting garden game with others. All children use a range of large and small equipment appropriately in their spontaneous play. They competently handle tools, such as paintbrushes, chinks and scissors, skilfully cutting the end off their yoghurt tube at lunch time. All children draw freely and apply paint imaginatively. A good range of mark-making equipment is easily accessible to them. Children are becoming confident speakers. They participate well in conversations and older children confidently talk about their family and the school they will be going to. Others readily explain about the spaceships they are chalking on the pavement outside. Children enjoy stories and staff place a good selection of books in a shaded area outside on a sunny day. They know why they must wear a sun hat and quickly tell a member of staff if someone is not wearing one, showing a good understanding of safe practices. Children enjoy many activities where they learn about nature. For example, they visit a local garden to look at a 'bug hotel' and research it on the internet in preparation for making their own.

Staff successfully promote children's good health and well-being. Visitors to the setting increase children's knowledge about the people who help them and reinforce their understanding of keeping themselves safe and healthy. For example, children learn about how to look after their teeth and enjoy practising using a large toothbrush and a model of teeth. There is excellent opportunity for physical play outdoors in all weathers. This encourages children's physical development. For example, they enjoy playing with hula hoops, painting the wall with water and brushes, and balancing on large logs. Children show a good awareness of healthy practice and staff support them well in becoming independent in their self-care. They know to wash their hands before eating and after blowing their noses, and plenty of age-appropriate notices offer them gentle reminders. Children enjoy healthy snacks and staff encourage them to pour their own drinks to help their hand-eye coordination. Staff ensure children receive food provided by their parents at lunch time and they sit with the children to enjoy their own lunch and the social atmosphere. They share the provision's healthy eating policy with parents so that they are aware of the appropriate type of food to include in the lunch boxes.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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