

Skidby Pre-School

Inspection report for early years provision

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Inspector Diane Turner

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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

Skidby Pre-School was re-registered under the current ownership in 2011 and is a privately owned setting. It operates from the primary school in the village of Skidby on the outskirts of Hull in East Yorkshire. Children are cared for in one room with access to an enclosed outdoor play area, the school field and playground. Pre-school sessions operate Monday to Friday from 9am to 3.30pm. Also before and after school care is offered between 7.30am and 9am and 3.30pm and 5.30pm, during term time only.

The pre-school is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for 18 children at any one time, of whom; none may be under two years old. There are currently 45 children on roll, of whom, 20 are in the early years age group. The pre-school provides funded early education for three and four-year-olds. There are two members of staff, including the owner/manager, both of whom hold an appropriate early years qualification at level 3. In addition, there is currently a student on long term placement. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a stimulating and nurturing environment by staff, who have a good understanding of their individual needs. Overall, children are offered a good range of resources and activities, which support their learning successfully and enable them to make good progress. Overall, engagement with parents is good, ensuring that effective channels of communication are established in most instances. Links with other early years settings are good and procedures for safeguarding are implemented effectively. Effective systems are in place to monitor the quality of the provision, which promotes continuous improvement to a consistently good standard.

What steps need to be taken to improve provision further?

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

- develop further the range of resources to support children's understanding of diversity
- provide more opportunities for parents to contribute to their children's learning and development record.

The effectiveness of leadership and management of the early years provision

The pre-school's arrangements for safeguarding children are good. Through attending training, staff are confident in their ability to recognise the possible indicators of abuse or neglect and know to whom they should refer any concerns. Staff are very safety conscious and ensure children's safety at all times through good supervision and minimising any risks effectively. This enables the children to play and move about safely. Good systems are in place to ensure that staff are suitable to work with children and well thought out policies and procedures are in place. These, along with good record keeping, ensure the safe and efficient management of the pre-school.

Staff provide an environment that is rich with print and displays, making it very conducive to learning. Children have access to a good range of toys and resources overall. These are presented at their height to promote choice and independence. Boxes are labelled with pictures and text to help children identify the contents. Staff work very well together. They carry out their duties diligently and regularly reflect on the quality of the service they offer. This is clearly reflected in the self-evaluation form. The owner has a clear vision of what it is she wants to achieve for the pre-school and is driven to continually improve the service. For example, since registration, additional policies and procedures have been introduced to enhance the organisation and children's safety. Plans for future improvement are clear and include extending the range of outdoor equipment to further support children in developing their physical skills.

The pre-school promotes equality and diversity very well overall. Good information is gathered about children as individuals and the planning of activities clearly reflects how each one will be supported to reach their full potential. However, the range of toys and resources to support children in learning about the cultures and beliefs of others is limited. The pre-school has good links with other early years settings the children attend, with the reciprocal sharing of information effectively promoting a shared approach to their care and learning. Partnership working with the local school is very strong, which ensures children experience a smooth transition. For example, the pre-school children join the school for their weekly church service.

Staff engage with parents very well and the sharing of information is good overall. New parents receive a prospectus and the notice board has a wealth of information relating to the staff, topics being followed and safeguarding. Newsletters are sent out regularly and parents have good practical opportunities to be involved in the children's learning. For example, a library book system is operated and parents recently received a 'hints and tips' slip when the children took their 'salsa' pots home, so they could continue to nurture these successfully. Parents are welcome to view their children's developmental record at any time and they receive a termly summative assessment of their progress. However, the system to enable them to contribute their observations of their children's learning at home to the record is not fully effective. This means that staff are not fully informed of the progress children make in their home environment. Parents' comments about the pre-school

are very positive. They state, for example, that they find staff very approachable and know their children are safe.

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

Staff have a good understanding of the Early Years Foundation Stage. They offer children a good range of well-planned activities and demonstrate an enthusiastic approach, which inspires the children to take part. Staff interact well with the children on all levels. They know them well and maintain detailed records of their progress. These clearly show where the children are in their learning and how their next steps will be supported to ensure that they achieve as much as they can.

Children's personal, social and emotional development is supported well and their behaviour, attitudes towards others and to their learning is good. For example, they sit and listen with interest when they join the school children for their church service. They readily help to tidy away the toys before snack time, cooperating well as they carry boxes together. The children's efforts are valued and appreciated by staff and these are acknowledged with lots of praise. Consequently, the children feel very safe and at ease in their environment. Good attention is paid to promoting children's communication, language and literacy. As a result, the children develop a good interest in letters and sounds. They self-register on arrival and thoroughly enjoy listening to stories when they enthusiastically join in with familiar refrains. They confidently engage with visitors and express clearly what it is they like about the setting.

Staff actively encourage the children to apply their knowledge of number and solve mathematical problems in everyday activities. For example, they encourage them to count how many plates are needed at snack time and explain about walking in pairs on the way to the church. Children become very familiar with using the computer, which helps them to understand information and communication technology. They have good opportunities to explore a variety of mediums, such as sand, water and paint. This encourages them to learn through using their different senses. There are good opportunities for children to use their imagination and to be creative. For example, they use modelling materials to shape various items and develop skills, such as sewing, as they make a teddy bear from felt.

Good attention is paid to ensuring that children are active, understand the benefits of physical activity and adopt healthy habits. For example, they have daily access to the school playground where they develop good control of their bodies through activities, such as walking along a fallen tree trunk, negotiating a pathway with wheeled toys and jumping on and off tyres. Children understand the effect exercise has on their bodies and know that they need to drink water afterwards. They learn about food sourcing and healthy eating as they grow items, such as herbs and tomatoes. Also through visits from the school nurse, the importance of hand washing is reinforced. Dental hygiene is promoted through teeth cleaning after lunch. The children learn to keep themselves safe and to adopt safe and responsible practices. Consequently, they demonstrate a good understanding of

road safety when out in the community and know how to use equipment, such as scissors, safely during craft activities.

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