

# Birstall Pre School

Carr Street, Birstall, West Yorkshire, WF17 9DX

<b>Inspection date</b>	27/09/2012
Previous inspection date	04/07/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Practitioners have established good relationships with parents and children through effective settling-in processes so that strong bonds are established with key-persons, resulting in children who feel safe and happy within the setting.
- Assessment records maintained by key-persons reflect practitioners' good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. Hence, the educational programme delivered enables children to make good progress in their learning and development.
- Children are happy, motivated and interested and eager to learn. They show good levels of independence, curiosity and imagination. They demonstrate good positive behaviour and a strong sense of understanding about the needs of others.

### It is not yet outstanding because

- Systems for precisely maintaining children's assessments records are developing.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector met with the nominated person and managers and spoke with practitioners at appropriate times during the inspection.
- The inspector had a tour of the premises and observed children playing in the playroom and outdoors.
- The inspector took account of the views of parents and carers spoken to on the day and from information from the settings self-evaluation.
- The inspector looked at children's assessment records, planning documentation, a selection of policies and risk assessments of the indoor and outdoor environment.

## Inspector

Mr Rasmik Parmar

## Full Report

### Information about the setting

Birstall Pre-School is an existing Pre-School, which newly registered in 2010 due to a change of premises. It operates from two rooms within a single storey purpose built premises in Birstall, West Yorkshire. Children have access to a secure outdoor area. The setting is open Monday to Friday from 9am to 3pm term time only. Children aged two years to two and a half years are accommodated in a smaller room to aid transition and

groups operate Tuesday, Wednesday and Thursday morning from 9.15am to 11.45pm and Monday and Thursday afternoon from 12.15pm to 2.45pm. The Pre-school accommodates the children within the local and wider areas.

The setting is registered on the Early Years Register and the Compulsory part of the Childcare Register. There are currently 50 children on roll attending a variety of sessions.

There are eleven members of staff, of whom nine are qualified to level 3 in early years and the manager has a level 4 in early years. The setting works in partnership with the local children's centre and is a member of the Pre-school Learning Alliance.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- embed systems for precisely maintaining childrens' assessment records and carrying out summative assessments for children.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children are well-supported in their learning and development within a highly enabling environment. The setting is well-presented, bright and child-friendly with a high standard of display and presentation, which demonstrates pride in the setting and in children's achievements.

Children benefit from the warm and welcoming environment because practitioners are experienced and caring. Children are making good progress in their learning and development as practitioners are confident in their knowledge of the learning and development requirements of the Early Years Foundation Stage. Systems used by practitioners to teach children across all areas of learning and development ensure that children are progressing according to their age. Although, practitioners are currently embedding new systems for assessment records which incorporate the new development bands and summative assessments for all children. Children are active learners and are involved in and concentrate on their chosen activity for increasing periods of time, such as using a variety of paints on the fingers and hand.

Practitioners use information from parents to form a basis for each child's individualised learning and development. Thorough observations and useful assessments help to make

meaningful plans for the 'next steps' in children's learning, which incorporates their interests. Children are constantly supported by enthusiastic practitioners who observe and value what children can do. They guide children's thinking effectively with questions about what they see, feel and think.

Good partnership working with parents compliments the process of observations and assessments. Practitioners share information with parents about their child, and parents are able to input their own views so that an accurate picture is obtained of the child's development. This is done through the use of a parent friendly 'exciting things I do at home' document. Parents are valued as the setting has effective strategies to ensure good communication takes place so that everyone feels valued. For example, key-persons carry out home visits prior to the child starting to attend the setting so that useful background information is obtained, which is used at the setting to help the child settle.

Children's abilities in the prime areas of learning ensure they are developing key skills. For example, all children demonstrate high levels of independence in self-care, such as toileting, washing and drying their hands in the bathroom. Children demonstrate good language and social skills as they play individually and together with their peers, communicating their ideas. Practitioners interact well with children, using lots of conversation to develop children's vocabulary. They allow children plenty of time to think about what they want to say. They encourage children to express their ideas whilst ensuring all children have the same chances to speak and listen, such as during story time. For example, use of story boards during circle time enables children to interact with the resources or puppets in connection with the story and make links. They learn to express themselves, re-tell and act out the story.

Practitioners are skilled in talking to children, responding to them and listening. They understand how children learn and are perceptive to children's interests during self-initiated play. For example, when children participate in joining puzzles practitioners know when to allow the child to continue and when to offer support. They use questions very successfully to challenge children's thinking and language skills. For example, children demonstrate recognition of names at snack time as they look to find their own names. This language rich environment enables children to develop good skills for speaking, listening, reading, writing and numeracy. Frequent open-ended questions are asked to encourage children to think about what they are doing and why they are doing it. Children are very active learners and are keen to try new things. They show curiosity and ask many questions to learn more. For example, when categorising sweet and sour fruit or land and sea animals they want to know why. Children use mathematical language to describe size, shape, position and quantity during their free play. For example, 'how many children are in this group' or 'can you count out five spoons of flour'? Younger children confidently explore their surroundings and examine treasure baskets full of different materials and objects as they begin to make associations. Children have access to a computer to develop their skills and access educational games. Children have good opportunities for physical play, throughout the year, as there is free-flow access to the outdoor play area on equipment such as the slide, trampoline and tyres.

### **The contribution of the early years provision to the well-being of children**

Children are happy and enjoy their time at the Pre-School. They behave well and enjoy positive relationships with peers and practitioners, with plenty of opportunities for individual attention. Practitioners are motivated and attentive to children's needs and are always close to offer help and support. The highly effective key-person system allows for the individual requirements of children to be met very quickly as secure bonds are established. Key-persons liaise closely with parents and a two way sharing of information has a positive benefit to children.

Children develop an understanding of how to keep themselves safe and how to manage risks in their environment. For example, when children feel confident they take courage to go up the steps and come down the slide. Gentle reminders are given to help children understand how to stay safe when playing outdoors. Children are learning the boundaries for acceptable behaviour and practitioners are trained in 'encouraging positive behaviour'. Praise and encouragement given to children is meaningful, such as for 'good listening' and this reinforces expected behaviour. Practitioners are effective role models for desirable behaviour, such as encouraging the sharing of toys, with explanations given so that children understand the feelings of others.

There is a comprehensive range of resources, posters and play equipment that reflects cultural diversity. Children learn about the wider world through daily routines and planned cultural celebrations from around the world. For example, children enjoy fruits from different countries during the cafe style snack and eat packed lunch provided by parents. Water is always readily available and children are encouraged to drink, especially after participating in physical play, so that they are aware to hydrate themselves in order to maintain a healthy body.

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

Children play in a safe, secure environment where practitioners are caring, attentive and are effective in maintaining a relaxed atmosphere where children happily play and learn. The setting has clear and robust policies and procedures regarding safeguarding, which are clearly understood by practitioners and parents. All practitioners have a secure understanding of safeguarding issues; they work together with parents and relevant agencies to protect children effectively. Robust vetting procedures ensure that all practitioners working with children are suitable to do so. Effective recruitment and regular appraisals continually assess practitioner's on-going suitability and identify training needs. Robust procedures for arrival and departure ensure children are handed over safely to a known adult. Highly effective risk assessments for all areas including outdoors ensure any potential risks to children are minimised. For example, practitioners undertake checks on a monthly, weekly and daily basis to ensure the premises are suitable for children. Also, all accidents are analysed so that any recurring accidents can be identified and dealt with immediately to further protect children.

The management team is committed to providing high quality, inclusive care, learning and development for all children. Effective systems for monitoring good practice and the quality of children's experiences are in place. The managers are involved in all aspects of the service and oversee practitioners, modelling good practice and providing support and guidance where necessary. This is done through weekly planning meetings, where training is disseminated and the team of practitioners critically analyse specific areas to make improvements to the setting. Practitioners are experienced and are well deployed, ensuring high ratios to children attending.

Systems for reflective practice and self-evaluation include all practitioners during regular team meetings to ensure everyone has the opportunity to contribute to the process with their views and ideas for improvement. Parents' views are sought through regular questionnaires. They express high levels of satisfaction with all aspects of the service and have established a good rapport with practitioners. They are given good information through regular newsletters and daily face to face meetings with practitioners. Parents say that they feel welcome and included at all times and they are confident in their choice of childcare.

Transition arrangements for Pre-School children include liaising with reception teachers, some who have visited the setting and children visiting their prospective schools. The setting successfully forms good links with providers such as childminder's to ensure coherence and consistency in children's learning and development.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.

Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY420819
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	884616
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	44
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Birstall Pre-School
<b>Date of previous inspection</b>	04/07/2011
<b>Telephone number</b>	07779214167

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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