

Yewdale Pre-School Nursery

Yewdale Community Centre, Hutton Way, CARLISLE, Cumbria, CA2 7TH

Inspection date	23/10/2012
Previous inspection date	03/12/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children are highly motivated in choosing and exploring activities, which demonstrates their growing confidence and self-assurance. In this way, children show that they are active learners and keen to develop skills for the future.
- Considerable improvements in the indoor and outdoor environment further enhance children's learning experiences.
- Staff receive much training and support so that children benefit from their increased knowledge and skills.
- Strong partnerships with the parents and carers, local community, community centre and local authority support the significant improvements already made and those planned in the future.

It is not yet outstanding because

- The organisation of snack time does not maximise the opportunity of this occasion to further develop social skills, independence and awareness of food hygiene.
- The monitoring of children's individual learning and progress are not always consistent.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector met with the manager of the setting and the manager of the community centre.
- The inspector looked at children's records, evidence of planning, the setting's evaluation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day and in information included in self-evaluation.

Inspector

Andrea Paulson

Full Report

Information about the setting

Yewdale Pre-School Nursery was registered in 1997. It is run by a voluntary management committee and operates from three rooms in a neighbourhood community centre in the Yewdale ward of Carlisle. The main playroom is a purpose-built extension with the other two rooms adjoining. All children share access to an enclosed outdoor play area.

A maximum of 50 children may attend the nursery at any one time. There are currently 22 children in the early years age range on roll. The setting is funded to provide free early education to children aged three and four years. The nursery is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. Children attend on a variety of placements.

The nursery is open Monday to Friday from 9am to 12noon during school term-times, with an optional lunch session to 1pm. It supports children with special educational needs and/or disabilities.

There are five members of staff. The manager has early years qualifications to level 5, with two staff members to level 3 and one to level 2. The nursery receives support from the local authority and the community centre.

What the setting needs to do to improve further

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

- improve further the consistency of systems for monitoring individual children's progress.
- review the organisation of snack times to further develop children's social skills, independence and their awareness of food hygiene.

Inspection judgements

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

Children's learning and development are promoted well through secure staff knowledge and effective planning which ensure good progress for each child. Observations are used well to plan the next steps and are closely linked to all the areas of learning. Records of assessment are maintained by each key worker which demonstrates the progress in learning of each child. However, the systems for recording and monitoring children's progress are not always consistently completed and lack occasional detail.

Staff members are committed to providing each child with stimulating experiences so that they enjoy and achieve well. Children benefit from a good balance of child-initiated and adult-led activities so that they grow in confidence and become more independent. The effective interaction of staff extends their learning during spontaneous play. For example, children show much delight when working out how to fill the water tray using a trigger on

the hose pipe. They learn and identify colours, for instance the yellow ducks in the water. Children make star shapes as they participate in action songs and count the beats of the drum. They work well together to make a house out of large construction blocks, which they then convert into balancing beams, much to their amusement.

Children's communication skills are well promoted. They learn and recognise letters, sounds and simple words such as their name. The environment is also rich in print with many labels displayed throughout the play areas. The warm interaction of staff helps children grow in confidence as they use increasing vocabulary to express their ideas through conversation and role play. Children settle well and learn to listen closely to stories and songs. They concentrate when matching pictures and numbers and when making a round birthday cake out of modelling clay.

Staff are skilful in providing interesting and challenging activities for all ages and abilities so that each child develops increasing skills. Children learn how to make sandcastles and that the sand sticks to the bucket when very wet. They try out different small tools to make shapes in the modelling dough and create a birthday cake. In this way, their critical thinking skills are developed well as they try to solve problems. Children's increasing skills and confidence gives them a good grounding for their future learning and well-being.

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

Staff care very much about the children's well-being. They develop children's awareness of the importance of good health and physical activity well. Children know to put tissues in the bin, often unprompted, and to wash away any germs off their hands. They learn about nutritious food as they plant vegetables to make soup. However, the organisation of snack time does not make the most of the occasion to further develop social skills, independence and their awareness of food hygiene.

They enjoy much physical activity and show increasing skills in balancing, climbing and riding trikes. Children learn that regular fresh air and daylight help them grow strong. They keep well as they put on their coats to keep warm, and help themselves to water when thirsty. Staff are good role models in setting high standards so that children know how to keep themselves and others safe through good behaviour and careful practices. Children understand about riding bikes away from others and how to use tools such as scissors safely. They tidy up routinely, for instance, after completing a planned activity and also in clearing up the sand off the floor. Children learn to consider others as they take turns filling the water tray and sharing the craft tools.

Good standards of behaviour are evident as children respond well to the highly effective behaviour management techniques of the staff. The warmth and friendliness of staff help children to feel valued and grow in confidence and self-esteem. Children often express much joy in their achievements, such as completing a chalk drawing, and interact confidently with staff and other children. This helps to lay a good foundation for their self-care awareness and skills.

The effectiveness of the leadership and management of the early years

provision

The well-informed and experienced leadership ensures that children are well safeguarded. The vetting procedures are securely followed to check that all adults working with children are suitable to do so. Staff are highly aware of their responsibility to keep children safe as they implement secure procedures, for instance, when children are collected. Comprehensive self-evaluation includes feedback from staff, parents, children and local authority monitoring. Consequently, improvements are made which enhance the provision so that children achieve well. A significant improvement is the outdoor play provision which extends children's learning experiences and opportunities for more active play. The dedicated and hard-working staff plan challenging activities for each child. They work well together to supervise children in all the play areas to maximise children's choice of resources.

Indoors the wide range of resources is managed well to create a homely learning environment where children create their own displays and participate as active learners. Children also have exclusive access to imaginative outdoor play areas with challenging experiences to help children develop first-hand contact with the natural world. The setting is pro-active in establishing partnerships with others involved with the children through various means of two-way communication. The particularly close liaison with the community centre instigates plans for future improvements, so further benefiting outcomes for the children. Partnership with the local school supports children's smooth transition into full-time education. The setting works closely with parents and carers to further support each child's continuity of care and learning. For instance, through the loan scheme to take books home and giving hand-outs of words to the children's favourite songs. Parents and carers speak highly of the staff and of the good quality provision.

The staff team work well together to securely implement the comprehensive and inclusive policies and procedures. Children's unique qualities are acknowledged and valued. Staff provide sensitive individual care, for example when providing a flexible settling-in period to suit the needs of each child. Staff members take pride in their work and make a strong team which supports individual play and learning to a high level.

The Childcare Register

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

The requirements for the voluntary 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

Unique reference number	317628
Local authority	Cumbria
Inspection number	819071

Type of provision

Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	22
Name of provider	Yewdale Community Association
Date of previous inspection	03/12/2009
Telephone number	01228 591 270

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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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Piccadilly Gate
Store St
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