

Ushaw Moor Pre-School

Silver Tree Primary School, Durham Road, Ushaw Moor, DURHAM, DH7 7LF

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| Inspection date | 16/01/2013 |
| Previous inspection date | 12/03/2009 |

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| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 3 |
| 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

- The well-organised playroom and outdoor area create enabling environments for all children to promote independence and to engage children in purposeful play.
- Children make good progress in this inclusive setting that is supported by a multi-agency team of professionals.
- Highly skilled practitioners work as effective key persons to children. Children therefore form effective attachments and benefit through individualised learning opportunities.
- Effective monitoring and a strong commitment to improve the pre-school means children benefit through well trained practitioners and high quality provision.

It is not yet outstanding because

- Tactics to engage all parents in their children's learning and provide feedback to the setting are not fully embedded. This means that some parents miss opportunities to share experiences, learn about children's progress and comment on the provision.
- The learning environment is not fully developed to show labels, captions and signs, at child height. This means that children's development in 'reading for a purpose', linked to early literacy skills is not fully established.

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.

Inspection activities

- The inspector toured the whole of the premises including the outside area.
- The inspector spoke to the manager, staff, parents and children, taking their views into account.
- The inspector looked at a number of documents including policies and procedures, the setting self-evaluation form, children's files and parent feedback documents.
- The inspector observed practitioners interacting with children as they played.

Inspector

Janice Caryl

Full Report

Information about the setting

Ushaw Moor Pre-School was registered in 2007 on the Early Years Register. It is situated in premises adjoining Silver Tree Primary School in the Ushaw Moor area of County Durham. It is managed by a voluntary committee. The pre-school serves the local area and is accessible to all children. It operates from one main playroom and there is a fully enclosed area available for outdoor play.

The committee employ four members of child care staff. Of these, all hold appropriate early years qualifications at level 3 or above. The pre-school is supported by the

Foundation Stage teacher from the adjoining primary school and has close links with the Children's Centre. The pre-school opens Monday to Friday all year round. Sessions are from 8.45am until 11.45am and 12.15pm until 3.15pm. Children attend for either morning or afternoon sessions. There are currently 48 children attending who are within this age group. The pre-school provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities. The pre-school 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:

- develop further the arrangements for inviting parents and carers into the setting and sharing information. This means they can be involved in their children's learning, and the development of the provision
- ensure the environment is rich in print at children's eye level by labelling specific areas, including signs and captions and labelling resources.

Inspection judgements

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

The manager works with skilled practitioners who have a secure knowledge and understanding of the seven areas of learning and development. They demonstrate their understanding of how children learn through play, by planning activities that suit children's individual needs. Planning takes the form of whole group planning, key person planning and individual planning. This means children learn to work and play together in large and small groups, and those children who are less confident benefit as much as those who are more outgoing.

Children's particular interests are observed and recorded and this information helps practitioners assess and plan to enhance the environment, provide particular resources and/or provide focussed activities. This ensures that children receive a broad and balanced programme of experiences that are fun, challenging and educational. Children are supported in making progress in relation to their starting points, which means that any gaps in learning are identified early and intervention is put in place as necessary.

Children have personal files which document their learning journey throughout their time

in pre-school. Parents are invited to view these files, and contribute to their children's learning experiences. This helps practitioners plan activities and opportunities around children's experiences and interests from home. Photographs have anecdotes and state where the child is in their stage of development. Some parents however, are not always able to access the provision, meaning opportunities to view the files, discuss their child's development and contribute to their children's learning is missed. Children enjoy looking through their files, valuing the content and sharing their experiences with adults. They learn that they are individual and special, developing communication and language as they discuss the content.

Children are supported by practitioners who promote language and communication in all areas. Children sit in their key groups and learn to listen and maintain attention. Practitioners use a development tool to assess individual children with speech and language problems and these assessments are used to inform appropriate health professionals, such as speech and language therapists. A listening station is available where children can listen through headphones. Mathematical language and early mathematical skills are promoted as the practitioner sits with a small group doing a threading activity. Children concentrate well and talk with the practitioner about the number of beads on the string, the number that is shown and calculate how many more are needed.

Children develop their imagination and take part in role play in the home corner. Children also develop their imagination and develop their physical skills when using the play-dough. Children use cutters to make layers of play-dough rings and use scissors to cut up smaller pieces of play-dough explaining that these are for the top of the 'cake'. Children say that they have to be careful with the scissors because they are dangerous. This activity shows how children are learning the concept of safety alongside the development of the other key skills.

Early literacy is promoted well through books, writing materials and white boards. The walls feature pictures and displays, such as a birthday garden flower and celebratory events. Children cannot link print to their environment however, because there are no labels relating to the specific areas where they play or on all the baskets and boxes containing resources. The craft area contains a variety of materials, paints, pens, pencils and paper as well as boxes so that children can make models. Children learn how to fix things together and create exciting models as they access this area freely. Children's progress in the seven areas of learning means they are well prepared for their next steps in learning at school.

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

Children play happily within the pre-school and engage well with the activities and opportunities on offer. There is a strong and secure staff team who all work well together. Children show strong attachments to the practitioners in the pre-school, particularly their

key person. They gather together in small groups with their key person, doing activities that have been planned, for example, they sing songs introducing themselves, and individually share what they have eaten at particular meal times. These activities promote a sense of belonging, help children gain confidence in speaking and support them with listening skills.

The space inside is brightly lit and well organised, with exciting and stimulating resources for children to independently access. Divided areas mean children can play and learn, safely, in small groups or individually. They access resources independently and enjoy choosing according to their interests and needs. Not all of the areas are labelled clearly however, which means children do not see the print associated with the play space and therefore miss the opportunity to link words with the environment.

The outdoor area is equally well planned. Children have direct access to the outdoors, unless the weather does not permit this. Children benefit from fresh air and exercise by being able to play on bikes and trikes, balance and skip, play in the sand and water, or look at books and paint and draw. There are wet suits and wellington boots available for children to wear so that they stay warm and dry in wet and windy conditions. Activities that children do indoors are also accessible outdoors. This means children that prefer the outdoor environment get the same opportunities as those children who prefer to play indoors, whilst benefitting from open spaces and fresh air.

Children learn about healthy eating as part of their everyday routine. They choose from raw carrot, pear and apple for snack, and have a choice of milk or water to drink. Children stay hydrated and healthy because they independently access water from their own bottles. Children sit well with their own key person and chat about issues. One practitioner says, 'Why do we not have lots of sweets?' The child answers, 'because they are bad for our teeth.'

Behaviour is managed extremely well and children learn to take turns and share. When children take a toy of each other, the incident is resolved by the intervention of practitioners who deal with it calmly and efficiently. Children are helped to resolve their own disputes through skilful and appropriate intervention from the adults. Children talk about their emotions and are supported by practitioners when they feel angry or upset. This helps children deal with issues that affect them, thus supporting their emotional well-being. 'Nigel Bear' is also available for children to take home and share in children's experiences. Children love to care for 'Nigel' and take care of him. This helps children learn to take care of belongings and other people.

Children are well prepared for school as they sometimes join together with children from the adjoining primary school, have use of the school hall and know the reception class teacher who occasionally provides support to the setting. Links with other schools are also strong through mutual visits and sharing of information.

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

The management and practitioners have a sound knowledge and understanding of the revised Early Years Foundation Stage. Children make very good progress in relation to their starting points because observations and planning focus on individual needs and monitored constantly by the manager and practitioners. The manager has a good understanding of where all children are in their learning and development, as she works well with practitioners to identify where additional support is needed. A multi-agency team of health professionals work effectively alongside the manager to ensure the needs of all children are met and any identified gaps in learning are supported through early intervention.

Safeguarding is good because effective levels of safety and security are adhered to at all times. The entrance is accessed by a fob system and children are signed in when they arrive. Practitioners greet parents when they collect children. This ensures children are kept safe at all times. Risk assessments and daily checks mean that the environment is kept safe, and children can play freely and confidently. The manager is aware of her responsibilities for liaising with safeguarding children agencies and all practitioners are trained in safeguarding procedures and first aid. Recruitment procedures are robust and documents are in place showing the suitability of all practitioners and students.

Leadership is good at the pre-school as all policies and procedures are in place, and promoted by all practitioners and students. They are shared with parents and copies are made available in the parents waiting area. This means that the management is effective at the pre-school, children are kept safe and parents are informed about the care and learning their children receive.

Partnership with parents is good. The entrance area has a number of information leaflets and documents available for parents and carers to view at any time. These include information on the Early Years Foundation Stage and outdoor learning; key person activities for the week, and sheets for parents to take away and comment on what their child has been doing at home. Parents' comments include, 'The setting is really marvellous. My child had a fabulous induction.' Open days take place whereby parents can come and talk to practitioners about their child's learning and view files. This means parents and carers are involved in their children's learning and can support children at home. Not all parents and carers are able to access these opportunities however, which means some parents are not able to communicate their views and opinions.

Management of the pre-school effectively self-evaluates the provision. Improvement plans are in place and include actions which ensure developments and enhancements occur and help to improve quality. The manager observes the environment, children and staff to monitor their satisfaction and practice. She reflects critically on the findings and incorporates them into the improvement plan and reflective cycle.

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

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| Unique reference number | EY365509 |
| Local authority | Durham |
| Inspection number | 821110 |
| Type of provision | |

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|------------------------------------|---------------------------------------|
| Registration category | Childcare - Non-Domestic |
| Age range of children | 3 - 5 |
| Total number of places | 24 |
| Number of children on roll | 48 |
| Name of provider | The Trustees of Ushaw Moor Pre-School |
| Date of previous inspection | 12/03/2009 |
| Telephone number | 0191 373 7536 |

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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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