

Orchard Park Pre-School

Badger Paddock, Huntington, York, North Yorkshire, YO31 9EH

Inspection date	25/01/2013
Previous inspection date	26/05/2011

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 pre-school is well organised and staff make thorough observations of the children, which are reflected in the planning and meet the needs of every child.
- The staff understand how children learn and provide a wide range of accessible resources which support the children's interests and keep them motivated.
- High regard is given to supporting children's personal, social and emotional development and their language skills; with warm, caring relationships ensuring children are happy and settled.
- Good relationships exist with parents and there are effective ways of seeking their views about their children's care and the sharing of ideas and activities to promote children's learning both at pre-school and at home.

It is not yet outstanding because

- There are few opportunities for children to observe and identify letters and words through displays within the pre-school environment. Therefore support for children's emerging literacy skills is not maximised.

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 looked at the policies and procedures which govern the safe and efficient management of the pre-school, including the changes made in line with the revised Early Years Foundation Stage.
- The inspector took account of the views of parents and children through discussion and from questionnaires parents have completed as part of the self-evaluation.
- The inspector looked at the learning journeys, observations and assessment of children's development to ensure progress is being monitored.
- The inspector had discussions with the manager and staff.
- The inspector made observations of the children's activities and a joint observation with the manager to ensure the children's needs were met.
- The inspector observed the interaction between staff and children, and that between the children and their peers.

Inspector

Rosemary Beyer

Full Report

Information about the setting

Orchard Park Pre-School was registered in 1967 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in community premises in the Huntington area of York, and is managed by a committee of parents. The pre-school serves the local area and is accessible to all children. It operates from one large room and a smaller committee room, and there is a fully enclosed area available for outdoor play.

The nursery employs six members of child care staff. Of these, four hold appropriate early years qualifications at level 3, one at level 2 and one is unqualified.

The pre-school opens Monday to Friday term time only. Sessions are from 9.15 am until 12.15pm with a lunch club on Monday to Thursday from 12.15pm until 1.15pm. Children attend for a variety of sessions. There are currently 36 children attending who are within this age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop more opportunities for children to see words and letters used within the setting

Inspection judgements

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

Children's progress in their learning is good because staff have a thorough understanding of how to engage children's interest and support their development. Children's progress across all the areas of learning is good, particularly in their personal, social and emotional development, physical development and communication and language. Staff ensure they respond to the children's needs effectively in order to prepare them for school, for

example, by developing independence, confidence and enthusiasm for learning.

A love of books and language is promoted effectively by providing opportunities for children to access a wide range of books both for stories and information. Children use the book corner independently but also like to sit with staff to listen to them reading. They are confident to contribute to stories and rhymes by predicting or discussing what is happening. Children, including those who do not speak much, are able to express their needs, to show they are hungry or want particular resources. Staff work closely with parents and outside agencies to develop support for children with special educational needs and /or disabilities, including speech therapy to aid their communication skills. The children are able to recognise their names when they arrive in the pre-school and register their attendance. There are, however, few opportunities for children to see labels, words and letters on display around the setting. Therefore, support for children's literacy is not maximised.

Parents receive information about the activities staff are planning to provide each half term. They are encouraged to participate in activities at home and to make observations of their children. They are also invited to parents' sessions to sample the play experiences their children enjoy and to give ideas for future activities. Staff invite parents to share any special skills, interests or abilities they have which may widen the children's learning or give them ideas for activities in the future. Parents are also kept informed of their child's development, and their learning journeys are readily available for them to see. This ensures the parents are effectively included in their child's development to provide a coherent approach to learning in the pre-school and at home.

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

Staff build good relationships with parents when children start to attend the pre-school. They have a secure knowledge of the children's starting points gained from their initial assessment, observations and information from parents, as well as their welfare needs. The key person and the buddy ensure good communication and regular information exchanges to keep parents involved. They take account of children's routines at home where possible and meet their individual care needs. All the children are comfortable with the staff and ask for help if they are worried or have concerns.

Children understand the importance of good hygiene practice and ask to clean their hands before having their snack. Their understanding of healthy eating is effectively promoted by the provision of fruit and vegetables, with milk or water to drink. The children's physical development and their understanding of the natural world are supported very effectively through the use of the outside space, as they dig and plant seeds, tending them as they grow, and investigate bugs and insects. They grow fruit and vegetables, which they then harvest and prepare ready to eat.

Children in the pre-school learn to behave well and that boundaries are there for their safety and to protect them. Staff provide encouragement models for good manners. Most

of the children are aware of the need to take turns and share resources. If some of them get impatient when they have to wait, for example, to use the car track, staff manage their behaviour with patience. They explain the safety issues carefully and help them understand why they must wait.

The pre-school has excellent relationships with the local schools and children are able to visit their new school with the staff, while some teachers visit the pre-school to observe the children and what they can do. The children's learning journeys and the tracking forms ensure schools have a reliable assessment of their abilities and interests. Therefore, children are well prepared for the transition to school.

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

The staff have a secure knowledge and understanding of safeguarding issues and know the procedure to follow if they have concerns. Parents are made aware of the role and responsibility of the staff to protect all the children in their care. Comprehensive risk assessments are in place and regularly reviewed. These identify hazards and the appropriate steps to take to minimise risks and keep children safe and secure. Parents and carers are also conscientious about safety and notify staff if they have concerns. The whole environment is welcoming, safe and stimulating and children enjoy their learning and grow in confidence.

Policies and procedures are in place to ensure the safe and efficient management of the pre-school. These have been reviewed in line with the revised guidance and approved by the management committee, including the mobile phone and networking policy. The required information about children is obtained, and accident and medication records are maintained.

Robust systems are in place for employment of suitable people and a thorough induction process ensures they are able to meet the needs of the pre-school and its children. The staff have regular appraisals to monitor their work and to identify any concerns or training needs. They use their staff meetings to discuss the planned activities and any special interests children may have developed, which they can support. Children's learning records are monitored by the manager to ensure key staff make regular observations and that these present a true picture of children's development.

The staff work closely with other day care settings and outside agencies within the area, which has helped the pre-school develop more effective exchanges of information between carers. It has also provided opportunities to borrow varied resources and toys, while developing ideas for different activities. Staff have experience of caring for children with additional needs and also children who speak English as an additional language. They make them feel comfortable in the pre-school, help them settle and communicate effectively to support their development.

All the committee and staff work hard to provide high quality care and learning opportunities. The staff are well qualified or working towards qualifications in order to

further enhance the service they provide. Self-evaluation is used effectively to identify areas for improvement which can be included in the action plan, while also recognising the strengths of the pre-school. Parents are consulted on a regular basis to ensure their views are included and know their opinions are valued. Future plans include the further development of the outside area, training to enable staff to meet the needs of the boys more effectively and training to further enhance opportunities for language development. Parents spoken to during the inspection are very happy with the care their children receive. They enjoy looking at the children's development files and seeing their art work displayed. They also like to be involved in the activities staff provide, and particularly value the opportunities to support and observe their children at home.

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	321588
Local authority	York
Inspection number	877080
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 17
Total number of places	24
Number of children on roll	36
Name of provider	Orchard Park Pre-School (YORK)
Date of previous inspection	26/05/2011
Telephone number	07930410216

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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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