

Bright Ideas Pre-School Otley

Cross Green Youth & Community Centre, Cross Green, OTLEY, West Yorkshire, LS21 1HD

Inspection date

05/02/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 thoughtfully-planned playroom creates an enabling environment for all children, promotes their independence and helps them to become engaged in purposeful play. Children benefit from a good range of play materials to support their learning and development.
- Effective systems for planning and assessment result in an accurate understanding of all children's skills, abilities and progress. Every practitioner has a good awareness of how young children learn and makes the most of opportunities to promote children's learning through play, discussions and group activities.
- Children's behaviour is good because staff make their expectations of children clear. This enables children to learn to care appropriately for their environment and the resources within it, as well as developing the ability to take turns and share.
- Children's communication and language are given high priority; lots of opportunities are available to develop their skills. For example, children of all ages enjoy listening to stories and joining in with action songs.

It is not yet outstanding because

- The self-evaluation, although effective in supporting the development of childcare practice, does not yet include the views of parents and children attending the pre-school, to further assist in identifying areas for future development.
- Opportunities for children to develop their independence to the utmost are not fully

implemented, such as at snack times.

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 looked at resources in the playroom and checked if they were age-appropriate.
- The inspector observed children playing.
- The inspector looked at children's learning records and planning.
- The inspector talked with the manager and looked at a variety of documentation.

Inspector

Jane O'Callaghan

Full Report

Information about the setting

Bright Ideas Pre-school was registered in 2012 on the Early Years Register. It is situated in a community centre in the town of Otley, in West Yorkshire. The pre-school serves the local area and is accessible to all children. It operates from two main halls and there is a fully enclosed area available for outdoor play.

The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 6 and 3. The pre-school opens from Monday to Friday,

term time only. Sessions are from 9am until 12 noon and 12 noon until 3pm and all day for funded children. Children attend for a variety of sessions. There are currently 36 children attending. The pre-school provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- review the self-evaluation process in order to include the views of parents and children
- develop opportunities for children to increase their independence further by letting them serve themselves and prepare the snacks.

Inspection judgements

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

The pre-school supports children well and meets their needs effectively. The children access a wide range of activities, suitable for their age and stage of development. A strong system is in place to ensure children's development progresses well, through informative observations, all linking clearly to areas of learning and children's individual age banding. An efficient key person system is in place. Key persons make effective use children's starting points to plan with the information gathered from parents, and also record the next steps of learning in order that children make consistent systematic progress in their learning. Parents are also given opportunities to contribute in children's learning records about what they learn at home. This ensures children progress in their learning and develop their individual skills well. The pre-school has a good display of informative posters of numbers and words and also children's own art work, making it a bright, welcoming and colourful environment.

The manager and staff demonstrate a good knowledge of the requirement of the progress check at age two years. Information and resources are in place to ensure that these include all of the required information for parents and others. All of these elements enable them to accurately assess two-year-old children's development and provide relevant information to aid their progress.

Children have good opportunities to develop their communication and language skills.

They have ready access to a wide selection of good quality books and older children go to the local library where they choose books. Children have good opportunities to extend their language, for example, the staff sit with the children who listen to their favourite story about a monster and repeat the words after the staff have said them. Staff encourage the children to play on the computer and use technology to support learning. More able children help younger ones to play the game of putting and counting the stars on the teddy. This helps to develop their understanding of technology and counting skills. Children have good opportunities to develop their manipulative skills along with their expressive arts and design. They sit at the table and hold the crayons well and do pictures on the large pieces of paper, sharing it with their friends. Other children concentrate well as they trace round the different letters in the mark making books and recognise the letter 'M'. This helps to develop children's understanding of early literacy skills. Children are also keen to do model making and stick different pieces of paper onto the yoghurt pots. Other children sit with them and carefully guide pieces of ribbon through the dried pasta rings, explaining that they are making a necklace. This develops their imagination and also their manipulative skills. They have lots of opportunities to develop their physical skills, both inside and outside, through a good range of scooters, balls, balancing toys and a large space in which to run around.

The pre-school has a good transition policy and procedure in place. When children are moving on to school they invite the teachers from the schools into the setting to meet the children. Staff share the children's profiles with the teachers and also take the children to the school they will be going to. This ensures good continuity of care and education.

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

Staff support children's well-being effectively; the key person system works well throughout the setting. Children are placed with the key person to whom they respond best and they build strong relationships with each other. Staff also build relationships with the parents. Every child and their family receive a warm welcome in the pre-school. This helps children's separation from their parents, puts children at ease, builds attachments and promotes their self-esteem. The pre-school promotes transition well, for example, children are introduced to their new key person and parents are fully aware of who the new key person is, should this arise. This helps to ensure that parents and children feel happy before making the transition.

Children in the pre-school behave well. Staff have a gentle, yet firm approach and set children good examples on which to model their behaviour. Staff also give children lots of positive praise, such as when children complete a jigsaw. Children are responsive to the staff, they are learning right from wrong. For example, they are encouraged to share the threads and cotton reels with their friends, and are given clear explanations by staff as to why it is nice to share and be kind to their friends.

Staff promote children's good health very well. They encourage lots of fresh air for children, with access throughout the day to the well-resourced outdoor area and the large indoor halls. Children, while inside, get good opportunities to enjoy music and movement

in the hall, play games with the large parachute and also to go up and down the climbing frame. This ensures that children benefit from a good level of physical exercise. They learn about a healthy lifestyle, through being provided with a broad range of nutritious snacks, all prepared on the premises. For example, snacks of fruit, raw vegetables and breadsticks, along with drinks of milk and water are to hand throughout the sessions. Children of all ages have a good understanding of the importance of self-care, as they independently wash their hands, using anti-bacterial gel before snack time and use disposable towels after going to the toilet. Children are also given reminders by staff to put their hands over their mouths when coughing, to stop germs spreading, ensuring that children's understanding of good hygiene is positively promoted. Children's independence is promoted in most areas as they independently choose toys and move freely around the setting. However, it is not fully promoted, such as at snack time, as children are not given opportunities to serve themselves or prepare the snacks.

Children's safety is promoted very well. For example, the pre-school undertakes detailed written risk assessments, enabling children to take supervised risks in safe surroundings. The environment and resources are stored in clearly labelled units at children's level, which they safely access. The manager ensures that regular fire drills are practised to ensure that children are aware of evacuation procedures. Children are protected within the pre-school, through locks on all entrances for security, and staff insist on seeing all identification of visitors and also recording the visit. This promotes children's awareness of staying safe and also being cared for in a secure environment.

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

Leadership and management of the pre-school is strong. Staff have a good knowledge and understanding of the signs and symptoms to look for, should they have any safeguarding concerns. There is a well written policy and procedure to follow, which staff are made aware of, and this includes the role of the manager who takes the lead responsibility for safeguarding. The recruitment procedure is clear and fully established within the pre-school. This means that every person who works in the pre-school is properly vetted and cleared through a system, which includes a thorough induction.

Staff work effectively as a team and they are supported well to understand their roles and responsibilities. For example, regular reviews of policies at staff meetings help staff to recognise the importance of policies such as safeguarding and risk assessments. Induction, supervision and appraisals are effective tools that the leadership team use to support staff and ensure that they have the opportunities for continual professional development, and further training. Staff ensure that all planning is completed daily and is adapted to meet all children's interests, any additional needs are identified and their stage of development recognised. This ensures children's skills and abilities are monitored and that they continue to make good progress in their learning.

The manager and staffing team demonstrate a good capacity to maintain continuous improvement. They are currently completing a self-evaluation to ensure they are working

in line with the Early Years Foundation Stage and also identifying their strengths and weaknesses. However, comments from parents and children's views are not taken on board to further assist in identifying areas for future development. The staffing team have a common sense of purpose and work effectively together to continually improve opportunities for children to achieve and maximise their individual potential.

The pre-school has a well-established partnership with parents; the manager ensures that settling in periods meet with parental needs. Staff make parents feel welcome in the pre-school and provide daily feedback, in addition to regular open evenings and newsletters, so that parents are continually involved in their children's welfare and learning. Parents also complete regular questionnaires, where their comments are very positive. They remark how happy they are with the provision and also how well their children's speech has come on. The preschool has good procedures in place for working alongside outside agencies in a confidential manner and with parental permission. This ensures good continuity of care for all children.

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	EY448105
Local authority	Leeds
Inspection number	811967
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	21
Number of children on roll	36
Name of provider	Lisa Jo-Anne Hayton
Date of previous inspection	Not applicable
Telephone number	01943 467160

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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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