

# Yelvertoft Pre-School

Lilbourne Road, Yelvertoft, Northampton, Northamptonshire, NN6 6LJ

<b>Inspection date</b>	21/02/2013
Previous inspection date	26/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend	2	2
The contribution of the early years provision to the well-being of children	3	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

- Staff use their knowledge, skills and experience effectively to ensure that children are consistently challenged to reach the next stage in their development. The choice of activities and resources is varied.
- Children's social and emotional needs are well met by staff. Relationships are very good, fostering a sense of belonging and ensuring that children are confident learners.
- The partnerships with parents are strong. Information shared between parents and staff ensures that staff are able to meet children's care and learning needs effectively.
- Steps taken to safeguard children and promote their health are good. Staff identify and successfully minimise potential risks. Their knowledge of the signs of abuse and awareness of their responsibilities to protect children ensure that children in their care are fully safeguarded.

### It is not yet outstanding because

- The development of children's language is not consistently maximised because staff do not always ask children open-ended questions when they talk with them.

## 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 playroom, hall and outdoor play area.
- The inspector spoke to committee members, co-managers, staff and children.  
The inspector looked at a selection of children's assessment records and planning,
- evidence of suitability of staff working within the setting, self-evaluation paperwork and a range of other documentation.
- The inspector took account of the views of parents.

## Inspector

Jan Burnet

## Full Report

### Information about the setting

Yelvertoft Pre-School was registered in 1992 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by a committee and operates from a room within the village hall in Yelvertoft, Northamptonshire. There is direct access to an enclosed outdoor play area, and a large hall is used for physical play activities.

The pre-school is open during term time only and operational hours are Monday and Thursday from 9am until 3pm, and Tuesday and Wednesday from 9am until 1pm. There are currently 10 children on roll, all of whom are in the early years age group. Provision is offered to children aged from two years. The pre-school provides funded early education for three- and four-year-olds. It serves the village and local areas and children attend for a variety of sessions.

The pre-school employs four members of staff, all of whom hold appropriate early years qualifications. The setting holds Pre-school Learning Alliance membership.

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

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

- extend children's language development with use of more open-ended questions that have different possible answers.

### **Inspection judgements**

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

Children make good progress because staff promote their learning and development effectively. Each child is supported well by their key person, and information on achievements is shared between staff members to aid planning and ensure that all children are challenged. Planning for learning is tailored to individual needs and interests. Children show confidence and curiosity as they explore a stimulating learning environment. Communication with parents is effective with regard to obtaining information during induction on what their child already knows and can do. Parents' views are valued and there are regular opportunities to share information and plan for children's learning in the pre-school and at home. Staff have experience of working in partnership with other early years providers in order to ensure consistency of care and learning.

The speaking skills of all children are developing well in relation to starting points identified by staff and parents when each child first starts. Older children express themselves very confidently to staff and to each other. However, staff do not consistently extend children's thinking and speaking skills because their questioning is sometimes closed. There are times when they answer questions themselves before giving children the opportunity to do so. Children spontaneously use mathematical language as they play. For example, they gather the curved pieces of the train track and say that they are going to make a circle. They then identify that they need one more piece to complete the circle. Staff offer effective support as they encourage children to count the total number of

pieces with one-to-one correspondence. Children mould and make marks in dough. They demonstrate good skills as they use cutters and knives. They roll out the dough until it is flat and ask a staff member to cut the dough in half. She encourages the children to realise that cutting it in half creates two pieces. Children then cut other pieces in half and spontaneously count the total number.

Children choose from a broad variety of resources that are safe and meet their development needs well. Their learning is promoted effectively in the outdoor play area and they benefit from easy access at all times. Children's physical development is supported well in the large hall where they compete while running and practise skills with balls and hoops. In the outdoor area adjacent to the playroom, children skilfully pedal and steer tricycles and balance well as they stand on building blocks and pretend to be a super hero. The park is very close to the village hall and so children can safely visit and develop skills and confidence as they swing, slide and climb. Manipulative skills develop well as children use small, safe toys and tools, such as scissors. Older children proudly demonstrate their literacy knowledge as they carefully point to the first letters in their names on the laptop computer. Pencil control is developing well and older children are able to write their names. Children enthusiastically take part in art and craft activities. They choose different colours while painting and they mix colours to create others. They competently cut up their own materials as they create collage pictures. Children build with blocks and bricks on a small and large scale. They know how to operate simple equipment, such as battery-operated toys.

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

Children are supported well in the transition from home to the pre-school setting in a manner sensitive to their different needs and those of parents. Children's personal, social and emotional development is given a high priority by staff. Consequently, the relationship between each child, their key person and other members of the staff team is very good. Children are settled, happy and confident. Staff encourage children to play cooperatively with others, show consideration, share and take turns. Children are well prepared for the next stage of their learning and transitions to other settings and school. Good organisation of resources encourages children's independence as they are able to choose and select resources for themselves. Staff consistently meet the care needs of each child in the group and respond sensitively to them as individuals. Behaviour is consistently managed with positive reinforcement in order to boost children's self-esteem. Good practice encourages children to gain an understanding of difference. For example, resources reflect positive images and children learn about different traditions, customs and beliefs

Staff support children well in managing their own hygiene and personal needs. Their good health is protected because snacks provided by staff are healthy. Parents are encouraged to provide healthy packed lunches. The pre-school environment is safe, warm and welcoming, and children learn how to keep themselves safe. For example, they learn the reason why a gate fitted to the kitchen door stops them from entering. Children's well-being is addressed and parents are provided with clear detail on staff practice in policies on safety, illness and accidents. Children's physical development and understanding of the

importance of exercise are fostered effectively. They enjoy activities equally in playrooms and outdoors and they confidently choose where they prefer to play.

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

Children's good health and safety is protected well by staff. They are fully aware of their responsibilities with regard to supervising the children in their care and ensure that children are never left unsupervised with a person who has not been vetted. They assess and minimise risks successfully and robust systems are in place to protect children from abuse. Procedures for recruitment, selection and induction are clear and vetting procedures for staff are good. All staff are aware of their responsibilities to safeguard children. Parents are aware of the safeguarding policy, and the Local Safeguarding Children Board procedures are accessible to them. Staff members' knowledge of safeguarding is kept up to date.

Staff use their experience and skills effectively to ensure that the service provided for parents and children is reviewed and improved. The educational programmes are effectively monitored in order to ensure children's care and learning needs are addressed well. Staff are successful in ensuring that all children make as much progress as they can in relation to their starting points. A current priority for improvement is to ensure that staff implement their 'letters and sounds' knowledge effectively and that a recent review of planning is effective. Processes for staff supervision, performance management, training and ongoing professional development are good. Staff are aware of the requirement to provide parents with a progress check at age two and complete these when necessary. Resources are plentiful and meet children's needs at their different stages of development well.

The partnership with parents is strong as communication between staff and parents is good, ensuring that they work well together to meet children's different needs. Links with other early years providers ensure a cohesive approach to each child's care and learning. Policies and procedures support the safe and efficient management of the provision and parents are made aware of them. Required documentation is well maintained.

### **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

<b>Unique reference number</b>	220203
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	818164
<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>	24
<b>Number of children on roll</b>	10
<b>Name of provider</b>	Yelvertoft Pre-School
<b>Date of previous inspection</b>	26/05/2011
<b>Telephone number</b>	07753 100191

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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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