

# Woodthorpe Pre-School Playgroup

Woodthorpe Primary School, Summerfield Road, YORK, North Yorkshire, YO24 2RU

<b>Inspection date</b>	28/02/2013
Previous inspection date	02/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 staff are secure in their understanding of the Early Years Foundation Stage. They provide a wide selection of purposeful and interesting activities that enable children to be motivated, to develop their skills and make expected progress in their learning.
- Staff provide children with a bright, welcoming and well-resourced rich environment. They are able to explore and make decisions in what they want to play with. This fully supports their personal, social and emotional needs very effectively.
- Staff work well together as a team. They are welcoming and approachable and parents are confident to leave their children in their care.
- Staff are caring and support the children in managing their behaviour, they praise and encourage them in what they do and this fosters their growing self-assurance very well.

### It is not yet outstanding because

- The staff have not yet fully explored with parents how they can share more about what their children enjoy and do at home, to further enhance the children's ongoing learning experiences.

## 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 pre-school and the outdoor play area.
- The inspector met with the manager and registered person and spoke with the staff at appropriate times during the inspection.
- The inspector looked at children's learning journey records, planning documents and a selection of policies, procedures and other relevant documentation.
- The inspector looked at the pre-school's evaluation and improvement plans.

## Inspector

Christine Tipple

## Full Report

### Information about the setting

Woodthorpe Pre-School Playgroup was registered in 2005. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from two classrooms within Woodthorpe Primary School in Woodthorpe near York. The pre-school is accessible to all children. It is managed by a parent committee and serves the local area. Children have access to an enclosed outdoor area and the main school playground.

The pre-school opens Monday and Thursday afternoons from 12.30pm to 3.30pm and on Tuesday to Friday mornings from 8.45am to 11.45am. A lunch club operates from 11.45 to 12.30pm on three days a week. The pre-school is open term time only. There are currently 39 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language. The pre-school employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 to level 6. The pre-school is a member of Pre-school Learning Alliance and the local community partnership.

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

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

- encourage parents to share more about what their children enjoy and do at home, to enhance children's ongoing learning experiences.

### **Inspection judgements**

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

The staff work with the parents to support the children to settle into pre-school very well. They seek information about each child and this enables the key person to know about their initial needs. The staff use this as part of their early observations to assess the children's interests in order to plan for their ongoing development. The staff have a good knowledge and understanding of the areas of learning. They provide a wide selection of purposeful and interesting activities that enable children to be motivated, to develop their skills and make expected progress in their learning. Clear observations and assessments are completed on a regular basis by staff. These identify children's next steps and enable staff to provide the relevant activities through their planning that fully support their ongoing progress. Parents have ongoing access to their children's learning journey files and can add their own comments, both verbally to staff and written. Time is offered before the session ends to enable them to talk with their key person about what their children are doing and any changes. However, the opportunities for parents to share more about what their children enjoy and do at home is not yet fully explored by the staff, to encourage a more shared approach to the children's ongoing learning experiences.

Children happily come into pre-school and are actively engaged in the range of activities provided. They enjoy dressing up as a super hero or being princes. They use the role play

area to act out their own experiences as they see them, such as 'making dinner' and 'sitting at the table'. The staff engage with the children in developing their language and communication skills. They listen and encourage the children to share and talk about what they are doing and what they want to do next. This ensures children for whom English is an additional language, are well supported to express their changing ideas and needs effectively. The staff use the 'Letters and Sounds' guide to support children, to experiment with different sounds, to use songs and rhymes which contribute effectively to children's language development. The children make the most of being able to use both the inside and outside areas throughout the session. They enjoy digging in the soil and use sticks to plant as 'trees'. The magnifying glass provides great interest for children as they look at different objects to see if they 'get bigger' and the logs provide opportunities to look for insects. This extends and encourages children's understanding and interest to explore their environment. Children confidently use the computer and these additional activities enhance their literacy and mathematic skills. The displays in pre-school provide a rich selection of words, letters and numbers that support the children in their ongoing recognition. Children use resources to match and sequence with, such as the abacus or the peg board. These develop their maths skills including simple problem solving. Children enjoy the opportunities to use different mediums and materials, to make models, print with different shapes and to paint. They have free access to the resources and to use different ways to put their models together, such as with staples and sellotape. The staff actively promote children's imagination and value their contributions which builds their confidence very well. The staff provide effective support for the children to be well-prepared to move on in their learning.

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

Children have formed close relationships with staff. This is managed in a caring environment where children feel supported as soon as they leave their parents and come into pre-school. This is effective in developing their growing confidence and independence. The space and the variety of resources provide a rich environment that positively promotes all areas of learning for the children. They have free choice in what they do and are able to self-select different resources throughout the session. Staff work effectively together to know the children and their needs and to respond in a sensitive way to enable them to feel secure. Children follow the basic routines, such as to sit at the table for snack and not run in pre-school as they may fall and hurt themselves. Staff are caring and support the children in managing their behaviour, to develop their skills to share and take turns. Children are praised and encouraged in what they do and this fosters their growing self-assurance very well. The pre-school have developed positive relationships with the school. This includes regular visits with the children including attending special events. Information is shared by staff with the teacher in support of the children as they prepare for their transition into school.

The children have snacks provided and these promote healthy choices, such as fruit, crackers, and cheese and they make fresh fruit juices and milk shakes. The staff talk with the children about the different healthy foods and how these help them to grow and develop. The children take part in daily physical activities. This enables them to use

different tools, to be active through movement with music or in using larger more challenging equipment and develop an understanding of the importance of physical exercise. Other tasks, such as putting their coats and gloves on to go outside or being able to manage their personal care, are effective in developing both their physical skills and independence. Children learn about being safe through the daily routines and activities. The staff support the children to develop their skills to use the different resources appropriately, to understand what is not safe, such as running around with scissors. When on outings in the community staff talk with the children about what they need to be aware of, such as when crossing roads. The children develop a positive understanding of how they can keep safe and healthy in what they do.

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

The staff are secure in their knowledge of the areas of learning and monitor children's progress through the use of the Development Matters guidance. The regular information shared by the staff clearly show how children's next steps are achieved and how this informs future planning. This enables them to effectively assess each child's ongoing progress and identify gaps in their learning. The staff, management committee and the local authority have worked hard to evaluate all aspects of the pre-school since the last inspection. This has resulted in detailed focused improvement plans which clearly identify aims, goals and outcomes. The evaluation process includes regular feedback from the parents and children. Changes made include extending the times of opening and providing a lunch club. Also the operational planning for the pre-school has improved the teaching and learning. This includes developing staff's knowledge and understanding of how they observe, assess and plan for the children's individual needs, to effectively support their ongoing progress. This demonstrates a positive commitment by the staff and committee to continue to evaluate, reflect and improve their practice.

The pre-school's policies, procedures, risk assessments and other relevant records are reviewed as part of the managements role, to ensure these remain relevant and reflect current guidance and requirements. The recruitment and selection processes are secure; staff receive an induction and regular appraisals and supervision. This enables them to have ongoing opportunities to develop their performance through training and support as a team. Safeguarding procedures are clearly outlined through the pre-school's policy and procedures and are shared with parents. Staff have attended regular training to remain secure in their knowledge of child protection issues, to continue to promote children's ongoing well-being effectively.

The relationships formed with the parent's and staff is very positive. The range of information provided ensures parents know what is provided for their children in their care and learning. They have time to talk with their child's key person, but are confident to talk with all the staff. They enjoy reading their children's learning journey files and being able to comment on their achievements. The pre-school's lending library provides good opportunities for parents to read together with their children at home. Parents are very complimentary about the staff who are 'warm and welcoming' and how fond their children

are of them. They recognise the positive changes their children have made, particularly in relation to their speech and language and social skills since starting pre-school. The pre-school's membership of the community partnership brings together other early years providers and services. This offers various additional activities and support for children and parents within their own community.

### 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>	EY308356
<b>Local authority</b>	York
<b>Inspection number</b>	877933
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Woodthorpe Pre-School Playgroup
<b>Date of previous inspection</b>	02/03/2011
<b>Telephone number</b>	07749 247451

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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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