

# Pollington-cum-Balne Preschool

Pollington Balne C of E School, Pollington, GOOLE, North Humberside, DN14 0DZ

## Inspection date

04/03/2013

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

- Children settle well and are keen to learn in this welcoming setting. They are provided with a good range of activities that capture their imagination and consequently they make good progress in their development.
- Children's needs are known and effectively met because there is good communication and partnership working with all parents and carers.
- Children are kept safe and free from harm because staff have a good understanding of how to promote their safety and well-being. The setting is safe and secure in all areas, which means children are able to move about freely and decide where they want to play.
- Children develop high levels of confidence and self-esteem because staff fully recognise and acknowledge their efforts and achievements with meaningful praise.

### It is not yet outstanding because

- Children do not have consistently rich opportunities to observe and use words and numbers in the outdoor area in order to enhance their understanding of how to use these in different contexts.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 had a tour of the premises and observed children playing in the playroom and the outdoor area.
- The inspector met with the acting manager and spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's learning records, planning documents, policies and children's records.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Diane Turner

## Full Report

### Information about the setting

Pollington-cum-Balne Preschool has been operating for a number of years and re-registered in 2012 as a result of a change of premises. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a classroom in Pollington Balne Primary School in the village of Pollington near Goole. The setting is managed by a committee of volunteers and serves the local area. It is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The setting opens Monday to Friday all year round, with the exception of Bank Holidays. Session times are 7.30am until 6pm. This includes before and after school care for children attending Pollington Balne Primary School from 7.30am to 9am and from 3pm to 6pm. Children who attend other primary schools in the area are welcome to use the service during the school holidays. There are currently 43 children on roll, 25 of whom are in the early years age group. The setting provides funded early education for three- and four-year-olds and receives support from the local authority.

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

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

- develop the educational programme for mathematics and literacy further by increasing opportunities for children to see and use words and numbers in the outdoor environment, such as providing number labels or signs and posters in print for children to use in their play.

## Inspection judgements

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

All staff have a good understanding of how children develop and skilfully provide activities that link to their interests. This means they become competent and motivated learners who make good progress that is well within the development bands for their age. This, in turn, prepares them fully for moving on to school. For example, children develop their creative skills as they make models of vehicles used by the emergency service, an activity sparked by their interest in 'people who help us'. Staff observe, assess and keep clear records of children's responses to the activities. This means they have a good understanding of their abilities and where they need challenge or extra support. Parents are actively encouraged to be part of children's learning and to share what they achieve at home. For example, staff provide a lending library service so parents and children can choose books to read together at home. Parents record their children's achievements on a

'leaf' which is added to the 'achievement tree'. This is then transferred to their learning record. This means staff can plan precisely for the next steps in children's learning.

Children have good opportunities to practise and extend their communication and language skills. Staff listen attentively to them and use open-ended questions, allowing time for children to respond. For example, as one child makes a model vehicle a member of staff encourages him to talk about the colour of the paint he is using. She then encourages him to think about what items can be used to make the vehicle's wheels, such as bottle tops, raising his awareness of the circular shape. This enables children to become more deeply engaged in the activity and complete their planned ideas. Staff give good attention to promoting children's listening skills through group story time. They know which are the children's favourite stories and read to them expressively, which means they become fully engaged. As a result, children are confident to contribute to stories by predicting or discussing what is happening and to relate this to previous learning experiences. For example, as they listen to a story about a bear hunt, they talk about how they also act this out on the field.

Staff provide a welcoming environment for children to play and learn. For example, the playroom has a wealth of colourful displays that include good examples of children's work, to show their efforts are valued. Print is used indoors in a variety of ways to show children that words have meaning. For example, labels are used on toy boxes to help them identify the contents. Children are encouraged to find their name card on arrival and use this to register their attendance. However, there are few opportunities for them to see and use numbers and words in the outdoor area. Consequently, their understanding of how these can be used in different contexts is not fully enhanced. Staff skilfully encourage children to think critically during their play and learning. For example, as a group of children wash their cars and bikes, a member of staff helps them to place these on top of a line of crates so they can clean the wheels more effectively. This supports children's open-ended thinking and means they do not settle on their first idea but think about what else is possible.

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

Staff have a good understanding of their role as children's key person. They work closely with parents to ensure they have a good understanding of children's individual needs. Settling-in visits are offered so children become familiar with the staff and their environment before placements begin. This effectively supports their transition into the pre-school. Staff develop close and trusting relationships with children and are sensitive to their needs. For example, when one child needs a rest, a member of staff finds a blanket and cushions for her so she can lie down in the book corner. Children learn to behave well because they have secure routines and know what is expected of them. For example, they know to take off their muddy boots when they return indoors, to keep the carpet clean. Staff actively encourage children to develop their independence. As a result, they pour their own drinks and help themselves to breadsticks and dips at snack time. Staff acknowledge children's efforts with meaningful praise. As a result, they understand fully why particular efforts are rewarded with stickers or a 'star of the day' certificate. For example, one child proudly states he has been given a sticker for sitting nicely at group

time, with his arms and legs crossed.

Staff give high priority to helping children learn about personal safety because they involve them in assessing risks. As a result, children know that one particular door is heavy and ask if they need help from staff in opening this. Staff are very proactive in helping children to follow a healthy lifestyle. For example, they enable children to learn about dental hygiene as they clean their teeth after lunch. They make sure they know how to use their brush effectively. Children have free access to the outdoor area throughout the sessions, which means they benefit from plenty of fresh air and have good opportunities to develop their physical skills. For example, a group of children confidently fill bowls of water from the butt and carry these over to their 'car wash' without spills. They use cloths and brushes with gusto to scrub their vehicles clean. Other children confidently use spades to dig for treasure in the dirt and show surprise as they discover potatoes left over from last year's crop. Children have good opportunities to take part in learning experiences outside the setting, which gives them confidence in interacting with people other than their normal carers. For example, they attend the harvest festival and carol services with the school, which are held in the church next door.

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

The manager and committee work well together to ensure the requirements of the Early Years Foundation Stage are met successfully. The recruitment and vetting of staff is thorough to ensure they are suitable to work with children. All staff are trained in safeguarding children. This means they are able to recognise the possible indicators of abuse or neglect and know to whom they should refer any concerns. Staff give high priority to maintaining a safe environment for children to play and learn. They take effective action to minimise any hazards, and carry out daily checks to ensure all safety measure are in place. This means children are able to move about freely and safely.

Staff's performance is effectively monitored because the manager makes regular observations of their practice, and appraisals are used to discuss their professional development. This, in turn, improves the provision for children's learning. Staff give high priority to establishing and maintaining good partnerships with parents. For example, they are fully informed about the service and the Early Years Foundation Stage through a welcome pack, regular newsletters and a website. Individual daily diaries are used to keep them well informed about their children's care routines, and once a month they are invited to join their children for lunch. This enables them to feel part of the pre-school. Parents' comments about the pre-school are very positive. They praise staff's flexible approach in meeting their care needs and are delighted by the progress their children make. The pre-school has good links with other settings children also attend or will move on to. For example, teachers from the local school regularly visit the pre-school to get to know children and observe their learning before they move into their care. This sharing of information supports continuity for children as they continue their learning journey.

The staff team is well organised and deployed very efficiently, both indoors and outside. This means children are supervised well at all times and supported effectively in their

learning. Good attention is given to monitoring the quality of the service and continually improving this. For example, regular team meetings are held to discuss the educational programme and how each child's learning can be supported. Staff and the committee contribute to the pre-school's self-evaluation and parents and children are consulted on a regular basis to ensure their views are included. For example, staff highlighted the need to improve communication with parents. As a result, information about what children have eaten at mealtimes is now displayed each day. Children are regularly encouraged to take photographs of activities and resources they enjoy playing with. This helps staff to assess how effectively they support the different areas of learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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 action. 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>	EY452159
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	882983
<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>	30
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Pollington Cum-Balne Playgroup
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01405 861916

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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, which are usually the childminder's 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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