

Eastfield Community Pre-School

Eastfield Primary School, Eastfield Road, Hull, North Humberside, HU4 6DT

Inspection date

12/03/2013

Previous inspection date

11/01/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 benefit from a wide range of play materials that support their interests and their learning and development in the thoughtfully planned room. This promotes their independence and engages them in purposeful play.
- Knowledgeable practitioners have a very good awareness of how young children learn. They use this knowledge well to extend children's learning through play, discussion and within group activities.
- Children are motivated and keen to learn in this inclusive and welcoming setting. They show high levels of curiosity and imagination, and demonstrate positive relationships with their peers and practitioners.
- High regard is given to supporting children's mathematical skills. This is due to practitioners being skilful in encouraging children to count reliably within activities and play, and suggesting ways to solve problems, which they encounter.

It is not yet outstanding because

- There is room to enhance the environment to further support children, who speak English as an additional language. At present, the environment, both indoors and outside, has less resources and text displays that reflect children's home language.
- There is scope to enhance children's awareness of the local community and wider world, in order to extend their awareness of similarities and differences between themselves and others and among families, communities and traditions.

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 observed activities in the pre-school room and the snack time session.
The inspector looked at children's files, containing observations and assessment records. She also looked at evidence of the suitability of the practitioners and a selection of policies and risk assessments.
- The inspector completed a joint observation with the manager and had discussions with the key persons.
- The inspector held meetings with the manager and the practitioners.
- The inspector took into account the views of parents, through feedback sheets and those spoken to on the day.

Inspector

Caroline Stott

Full Report

Information about the setting

Eastfield Community Pre-School is managed by a voluntary committee and registered in 1993. It operates from a self-contained community building situated within the grounds of Eastfield Primary School in Kingston-upon-Hull. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There is a secure enclosed outdoor play area. It serves the local community and surrounding areas. There are currently 49 children on roll. The pre-school provides early education funding for three- and four-year-olds.

The pre-school is open each weekday during term time only from 9am to 12noon and from 12.15pm to 3.15pm. However, there is no afternoon session on a Tuesday. The pre-school employs 10 members of childcare staff. Of these, seven hold an early years qualification at level 3 and two hold a level 2 qualification. The pre-school supports children with special needs and/or disabilities and those, who speak English as an additional language. They receive support from the local authority and are members of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- enhance the environment through better provision of resources and text displays to ensure the home languages of all children are valued and visible within the play and learning areas
- extend children's awareness of the local community and wider world by helping them to value similarities and differences between themselves and others and among families, communities and traditions.

Inspection judgements

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

The knowledgeable practitioners provide a thoughtfully planned environment and a wide range of play materials to support children to learn effectively across the seven areas of learning. This means well-organised experiences and activities are offered, which inspires high levels of curiosity and imagination. These are developed from children's interests, in order for them to acquire the skills, which they need to learn successfully through purposeful play. Practitioner's interaction and guidance extends children's thinking and learning because they adapt and re-shape activities to fully support their individual needs.

Practitioners provide good levels of challenging experiences appropriate for children's age and stage of development. For example, a matching number dinosaur activity is broadened or decreased appropriately to suit individual children's specific learning needs. Consequently, children are motivated and receive good levels of attention, enabling them to succeed and be ready for the next stage in their learning. Children's learning and development is assessed effectively through observations, linked to children's well-being and involvement levels and their next stages in learning. This means that children are supported well to acquire and develop more skills and progress efficiently.

Children's communication is actively encouraged, as a result of practitioners motivating their interests within discussions and through appropriate questioning. Circle time encourages children to listen and concentrate and it is clear from discussions that they enjoy their learning. For example, they discuss activities on offer and recount past activities, displaying good memory skills and linking their knowledge. Photographs and pictures display different activities within the pre-school room. However, displayed text and resources are yet to be fully extended to ensure the representation of all of the home languages used by the children attending. There is scope, therefore, to develop this aspect of the provision to better enhance the communication skills of children, who speak English as an additional language. There is also room to develop children's awareness of difference in society. At present, this aspect of children's learning is yet to be fully enhanced, which means that they do not gain a secure view of similarities and differences between themselves and others, and among families, communities and traditions.

High regard is given to supporting children's mathematical skills because practitioners encourage children to count reliably within activities and recognise numbers within their play. For example, children actively count dinosaur teeth to 23 and match numbers to 10 successfully. During circle time, children discuss the date and within activities, they arrange objects to count and sort. This means that children are supported to solve problems, which they encounter through using a wide range of number resources and features. A discussion about dinosaur eggs enables children to gain an understanding about past environments. Children and practitioners talk about dinosaurs living long ago and introduce words, such as extinct. This assists children's understanding of the past and present and increases their awareness of change. This is supported further as children look in books to match dinosaurs, discussing similarities and differences. This helps children to learn that knowledge and information can be gained from an assorted range of books.

The pre-school has established a good relationship with parents. Parents are encouraged to have visits with their children, in order to help them to settle with their key person. Parents complete an 'all about me' sheet, sharing what they know about their child. This enables the practitioners to gain knowledge of children's likes and dislikes and care needs, and assists the identification of their starting points on entry. Parents also add comments about their child's abilities and achievements to further support the key person's knowledge of what children can do. Parents can view their child's development and learning file at anytime and parents' evenings are regular events. Therefore, parents are encouraged to be involved with their children's learning and progress.

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

Overall, the pre-school room is set up to support and assist children's current interests, in order to create an inclusive and welcoming environment where children engage in their play freely. Consequently, children are motivated and involved in their play and keen to learn. For example, the current topic of dinosaurs has been developed to support children's interests, as noted by parents and observed by key persons. Consequently, children's learning is developed through planned purposeful play, discussions and within group activities, and they enjoy attending. They form stable attachments and appropriate bonds with practitioners and their peers. This means that secure relationships are developed and early friendships are formed.

Children's behaviour is good because practitioners give clear messages to them about good manners and acceptable behaviour. This also helps them to understand how positive behaviour can keep themselves and others safe. Children play cooperatively with their peers and talk confidently with visitors. For example, children are keen to parade their dinosaur drawing and discuss dinosaur features. Other children show off their vehicles and the structures, which they have assembled, clarifying meaningful details. Their interactions demonstrate their confidence and they engage very well in communication during two-way discussions with others. Practitioners are interested in the children and openly respect their views, ideas and efforts. This creates a safe environment in which children feel secure to engage and join in with conversations and add their own ideas. Children's independence is encouraged as they access their own snack and drink. This provides children with the opportunity to understand the importance of a healthy diet and good eating habits. Physical exercise is promoted well through a morning warm up and wind down, which presently involves exploring dinosaur movements and actions. This supports children's control and coordination and enables them to move confidently in a range of ways.

The pre-school supports children effectively at times of transition. For example, practitioners meet with the reception teachers and pass on valuable information detailed on the transition forms. These are completed by key persons and parents to establish a well-rounded picture of where children are at in their learning and development. Information about children's interests, knowledge and achievements are shared through daily diaries between the different settings that children attend. This sharing of information helps to ensure that children receive continuity in their experiences when they attend more than one setting.

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

Children make good progress in their learning and development because practitioners have a secure understanding of the seven areas of learning and their teaching is rooted in a good knowledge of how they learn and develop. They provide varied and challenging activities and experiences for children, in order to meet different their individual interests and abilities. Planning is efficient and takes account of children's interests and their next steps of learning and development. This means that children's aptitudes and present stage

of learning are successfully identified and met. Monitoring the observations of what the children can do enables key persons to swiftly identify gaps in their learning and development. This allows them to plan for these areas to further support their progress. Consequently, children's abilities and achievements are recognised and supported throughout the Early Years Foundation Stage as they progress towards the early learning goals.

Children's well-being is promoted because the safeguarding and welfare requirements are met and monitored effectively. Recruitment procedures are robust, which ensures that staff working with children are suitable to do so. Practitioners complete safeguarding training and are aware of local safeguarding procedures. They update their training to meet children's needs, such as, completing first aid and food hygiene courses. They all have individual training and professional development plans, identifying ways to improve their knowledge and practice. Risk assessments are implemented and fire drills are completed regularly, which ensures that risks to children are minimised. The pre-school has completed a thorough self-evaluation that identifies strengths and weaknesses and is used to set challenging targets for improvement. For example, the pre-school aims to further develop links with other settings children attend, in order to gain more information on children's learning and their developmental progress. This plan is aimed at extending the already good relationships that exist with other providers.

Partnerships with parents are good. Newsletters and leaflets, noticeboards and wall displays are used to promote an effective flow of information. This means that parents receive important information, including news of external organisations that can offer support and advice if needed. Practitioners attend local focus and cluster meetings with other local providers and the school to share good practice and knowledge for the benefit of children and themselves. Parents speak highly of the service that the pre-school provides, both verbally and through detailed feedback and comment sheets.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	509942
Local authority	Kingston upon Hull
Inspection number	855583
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	49
Name of provider	Eastfield Community Pre-School
Date of previous inspection	11/01/2010
Telephone number	01482 561149

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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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