

New Pasture Community Pre-School

New Pasture Lane Community Centre, Burstall Hill, Bridlington, North Humberside, YO16 7NR

Inspection date	16/04/2013
Previous inspection date	30/06/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Safeguarding is given high priority. Practitioners are very aware of the safeguarding requirements which means children are safeguarded well and procedures are understood and implemented consistently.
- Practitioners have a good knowledge of children's early years and learning and development, and use this effectively to aid observation, planning and assessment.
- Children settle well, are happy and feel safe to explore and access a varied, stimulating and exciting range of resources and experiences.
- The successful key person system enables trusting firm relationships to be formed between children, practitioners, parents and carers.

It is not yet outstanding because

- Opportunities for children to serve and pour their own food and drinks at snack and mealtimes are not always available. This means children cannot always practise their rapidly developing physical skills effectively.
- Children, sometimes, have fewer opportunities to use their highly imaginative creative skills and explore concepts and ideas through their own representations.

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.

Inspection activities

- The inspector interacted and talked with children inside and while playing outdoors during the inspection.
- The inspector spoke to parents and gained feedback and their opinions of the service provided.
- The inspector sampled documentation, and checked the suitability of staff and qualifications of those working with children.
- The inspector discussed learning and development, observation, assessment and recording with practitioners and looked at children's individual files.
- The inspector observed snack and lunchtime routines.

Inspector

Caroline Basham

Full Report

Information about the setting

New Pasture Community Pre-School was registered in 1988. It is registered on the Early Years Register and operates from the community hall situated next to the primary school in Bridlington, North Humberside. The pre-school is run by a voluntary committee of parents and local people. It serves the local area, is accessible to all children, and has a fully enclosed area available for outdoor play.

The pre-school employs five members of childcare staff, two of whom hold appropriate early years qualifications at level 3. The group opens for 10 sessions each week during term time from 8.30am to 12.15pm and 12.15pm to 2.15pm, Monday to Friday. Children attend for a variety of sessions. There are currently 33 children on roll who are in the early years age group.

The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities. The pre-school receives support from the local authority and is a member 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 opportunities to further develop children's self-care and physical development by enabling them to pour and serve their own drinks during snack and mealtimes

- provide children with a range of resources and tools that can encourage and enhance their individual creative skills and allow them to use their own representations; for example, let children draw and cut out their own pictures for themselves.

Inspection judgements

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

Children are highly motivated and show great enthusiasm as they play and are supported well by practitioners who have a very good understanding of how children learn and develop. Children's interests are captured and enhanced through a balance of child-initiated and adult-led experiences, both indoors and out. Children enjoy the freedom of choice and access the well-resourced outdoor area as required. Children delight as they

search in the digging area for bugs and worms and learn about the world around them. They study how to care for living things as they collect woodlice in their buckets and containers. Mathematical language is frequently used and understood as children count how many and compare sizes of the mini beasts they find. Staff provide excellent support to children and ask open-ended questions which enhance children's communication and language acquisition very well.

Practitioners know children well and use this knowledge to plan appropriate, interesting and fun activities for all children. Teaching techniques are good because staff interact effectively and are committed to enhancing children's learning through play. However, opportunities to enable children to draw and create their own representations are sometimes missed as adults give them ready cut-out pictures to decorate. This means that, on occasions, children's creative and physical skills can be restricted. They provide effective support for children, and language and communication is enhanced through the 'Talk for Reading' scheme they have taken part in.

Planning and monitoring is effective across the seven areas of learning and offers interesting and challenging experiences while meeting the needs of all children. This is because assessment at all ages is precise and focused. Practitioners work closely with parents, sharing information about individual children's needs and interests, and use this information effectively. Practitioners are able to demonstrate that all children, including those with special educational needs and/or disabilities, are supported and are progressing well towards the early learning goals.

The well-resourced learning environment helps to support and extend children's learning across all areas as they can access resources for themselves. Children use the role play area independently and dress up and act out imaginary role play scenes as they make each other a 'cup of tea' in the role play kitchen. Children are happy to become involved in adult-led activities and follow instructions well. They discuss the weather at circle time and count how many children are present. Staff praise individual children's achievements which in turn enhances their feelings of self-worth and importance while at the setting.

There are very good partnerships with parents and their comments about the provision are very positive. Parents are invited to visit and attend stay and play sessions regularly. Practitioners share information and use this to ensure children's individual needs and interests are very well met through all areas of the provision.

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

Interaction between practitioners and children is strong and very secure emotional attachments are formed with all children. The key person system supports families well and practitioners know their individual key children and their care routines, dietary requirements, likes and dislikes. Transitions to local primary schools are secure. These are implemented through working in close partnership with parents and carers, and the pre-school invite school staff to come and visit and meet the children who are leaving prior to starting school. Staff accompany the children to and from the toilets in the nearby entrance area, reinforce hand washing routines and explain the importance of this when

required.

Practitioners are good role models and are deployed well. Children take turns, are beginning to know and understand the importance of being kind, and share resources with friends. For example, while outside, the children share out the animal bean bags as one child does not have any. Staff praise the children and reinforce the kindness they have shown to each other. They provide clear guidance for children about what is acceptable behaviour and, due to this, children behave well and are kind and caring towards one another.

Children access the outdoors regularly and this helps to enable them to remain healthy as they access lots of exercise and fresh air. For example, they enjoy trips and walks in the local community and access the play park next door. Children revel in using the outdoor fitness equipment as they pedal the exercise bike and run on the treadmill. They use bikes and scooters and have plentiful opportunities to push and pull along the many quality resources on offer. Children bring a packed lunch with a drink if accessing the morning session. However, they have few opportunities to serve, pour and prepare their own drinks and food. This is because staff prepare the fresh fruit and vegetables for snack time in advance and children drink from their own bottles instead of practising pouring from a jug to a cup.

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

Children are safeguarded very effectively. They are cared for by staff who have been fully vetted to ensure their suitability and who are all very aware of their responsibility in protecting the children in their care. The pre-school has clear policies and procedures in place to support staff and they inform everyone associated with the setting about these. An intercom system and closed circuit television cameras are in place to further enhance children's safety. Risk assessments and daily checks of the premises are completed to ensure children, staff and visitors are all safeguarded extremely effectively.

All children and families are warmly welcomed and valued. The setting fully understands their responsibility to work with parents and other agencies to meet the needs of children with special educational needs and/or disabilities, and welcomes those who speak English as an additional language. Continuity of care and education is promoted through firm links with other settings and local primary schools within the local area. Parents are provided with comprehensive information through the use of newsletters and weekly diaries, and are regularly invited into the setting to view and share their child's learning experiences. Staff make time to talk to parents at the start and end of each session and discuss individual's recent experiences, progress and achievements.

Effective systems are in place to monitor the provision. Through self-evaluation, liaison with local authority development workers, staff meetings, progress reviews and continuous training programmes, the staff team develop and address priorities for improvement. All practitioners work extremely well as a team, keeping each other informed, and share changing information about their key children and any achievements

or concerns. Staff are suitably qualified or working towards qualifications, in order to further enhance the service which they provide. Parents are encouraged to give feedback on their experiences, likes and dislikes via completing questionnaires. The information and ideas are then used to drive forward the provision to ensure it meets everyone's individual needs. Children are listened to by staff and their interests and ideas help to influence activities and routines for the day. The management team continually review planning of the curriculum and children's progress to ensure the best possible outcomes for children are achieved.

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	314682
Local authority	East Riding of Yorkshire
Inspection number	871963
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	33
Name of provider	New Pasture Community Pre-School Committee
Date of previous inspection	30/06/2009
Telephone number	01262 679978

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Type of provision

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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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Piccadilly Gate
Store St
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M1 2WD

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