

# Leconfield Pre-School

Leconfield School, Arram Road, LECONFIELD, East Riding of Yorkshire, HU17 7NP

<b>Inspection date</b>	12/06/2013
Previous inspection date	07/12/2011

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

## The quality and standards of the early years provision

### This provision is satisfactory

- Good relationships with parents ensure staff can obtain their views of the children's care and information about their individual needs.
- Warm, caring relationships have been established which ensures the children feel happy, settled and secure in the Pre-School environment.
- Routines are in place that children understand. This helps them know what is expected of them and promotes positive behaviour throughout.
- Children access a wide range of exciting and stimulating resources and have free access to play outdoors.

### It is not yet good because

- Safeguarding and welfare policy documents are not reviewed and updated regularly. This means staff do not have clear written guidelines to follow which potentially affects the welfare of children.
- Children drink from already used cups when helping themselves to drinking water due to insufficient clean cups being readily available. This compromises their good health.
- Children are not given the opportunity to choose and develop their own creative ideas and explore concepts through their representations.
- Adult-led activities are too long for some children to cope with. For example, children lose interest and concentration at snack time and story time.

## 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 discussed the setting's policies and procedures with the pre-school manager.
- The inspector observed children within the pre-school and their interaction and involvement with the staff and their peers.
- The inspector viewed the monitoring and assessment process and the recording of progress included in the children's learning journeys.
- The inspector spoke to parents and gained feedback and their opinions of the service provided.

## Inspector

Caroline Basham

## Full Report

### Information about the setting

Leconfield Pre-School was registered in 1972 and is run by a volunteer committee. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the primary school in the village of Leconfield on the outskirts of Beverley in East Yorkshire. It operates from the school hall and there is an enclosed area available for outdoor play. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3.

Opening times are from 8.55am to 11.55am Monday to Friday during term time only. Children attend for a variety of sessions. There are currently 34 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 and is a member of the Pre-school Learning Alliance.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- update all policies and procedures in line with current requirements and ensure that the safeguarding policy covers the use of mobile phones and cameras in the setting so that staff have clear guidelines to follow
- ensure children are able to access fresh and clean drinking water in an adequately equipped and hygienic area.

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

- allow children the opportunity to make their own choices and use expression through creative activities. For example, avoid using pre-cut shapes and let children create their own celebration card to ensure their interests and own preferences are met
- give increased support to children's developing self-confidence and self-awareness by recognising that children's interest and concentration may last for short or long periods and ensuring that adult-led activities reflect this.

## Inspection judgements

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

Children's progress in their learning overall is satisfactory. Although the staff have a generally good understanding of how to engage children's interests, these are not always included in activities. For example, when carrying out an adult-led activity, children are provided with pre-cut shapes and directed how to make a fish tank card and are not given a choice. This prevents them from being able to use their imagination and results in children producing identical Father's Day cards. However, staff have a good knowledge of children's starting points and their initial assessments ensure they can build on what children already know and can do. Parents complete 'all about me' booklets with their children prior to starting and staff use these to familiarise themselves with each child's individual needs.

The quality of children's progress in their physical, personal, social and emotional development, and communication and language is sound. For example, the children show confidence when visitors arrive and are happy to develop conversations and discuss what they have been doing. They happily share a conversation on the role-play telephones and care for the dolls as they rock them in the baby seats. Such role-play experiences help the children to develop early friendships and enhance early social skills initiating conversation and cooperation skills. Children are developing a love of singing and join in and sing along to the 'Five little ducks' song while it is played as background music as they play.

The pre-school has introduced suitable observation, monitoring and planning to ensure all areas are planned for and included. Observations of children's activities are recorded and photographs are used as evidence to enhance this. Observations are matched to the areas of learning and used to inform the weekly planning. Children have good opportunities to explore information communication and technology and use a computer with guidance. Cause and effect toys are available and children know to press the button fast to activate the torch. These activities enhance children's knowledge of the world and their understanding of how things work.

Parents are encouraged to participate in activities at home and are able to borrow books to promote their children's love of stories. A rota is in place and parents are invited to come in and help and their time is much valued by the pre-school staff. Parents in turn value the opportunities to support their children and this encourages them to learn. Parents speak highly of the pre-school and are happy with the care their children receive and the progress they make. Children make steady progress and in return are suitably prepared for when they move on into school.

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

Staff deploy themselves well to ensure all children benefit from secure attachments. The key person process enables staff to develop a close relationship with children and their parents. All the children who attend regularly are comfortable with the staff and ask them for help if they are worried or have concerns. All children show confidence and know the importance of keeping safe and discuss why it is not safe to run indoors.

Children are well settled as the staff have a very good understanding of their individual needs, likes and routines. Staff understand the importance of good hygiene practice. They pass this onto the children as they wash their hands and talk about invisible germs that can make us poorly. They ensure the premises are clean and tables are wiped before snack is served. However, there are not enough cups provided at the drink dispenser. Consequently, children tip used water back into the dispenser and they drink from already used cups. This is not hygienic and compromises their good health. It also means that children are receiving mixed messages with regard to hygienic practices and this confuses their learning. Children enjoy the social snack time where they share out the apple, cheese and raisins and develop independence by pouring their own milk or water. Children count together and discuss sharing the last piece of cheese which staff cut up into tiny equal pieces to ensure 'it's fair'. However, snack time and story time are lengthy activities and some children lose interest and are unable to maintain their concentration.

Children behave well understand that boundaries are there for their safety and to protect them. All the children show consideration for the other children present and are willing to share and to take turns. For example, they wait patiently in line until it's their turn to wash their hands and receive a paper towel before snack. Staff remind children to use good manners when they occasionally forget.

Children access the large outdoor area freely and their physical development is enhanced as they run, jump and push a variety of equipment. Staff join in with running races on the grass and children are able to use the large chinks to draw and make marks on the playground. Others build a house with large coloured bricks with the support of a parent volunteer and delight in filling it with small world figures and wooden blocks. Children are very happy and feel safe as they play and socialise together with other children and staff.

Clear transition processes for the children who are starting school are in place with weekly short visits with their key worker carried out. This ensures they are familiar with the premises and staff. Children are encouraged to develop independence in their personal care, at snack time and putting on their coats and sun hats when playing outside, effectively aiding their independence and transitions.

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

Staff have an acceptable knowledge and understanding of safeguarding issues and the procedures to follow if they have concerns. However, the safeguarding policy and other policy documents are not up-to-date or regularly reviewed in line with the Statutory framework for the Early Years Foundation Stage. This means that staff do not have clear and universally understood guidelines to follow which potentially affects children's safety

and well-being.

The environment is welcoming and children enjoy learning through play and grow in confidence. Staff request visitor's identification before allowing them inside and ask that the visitor's book is completed upon entry and when leaving. Staff are suitably vetted and qualified or working towards qualifications in order to further enhance the service they provide. The staff appraisal and supervision process is used to identify staff weaknesses and possible training needs.

Children are making satisfactory progress. Planning is appropriately monitored and children's learning and development is recorded and tracked in line with the Statutory framework for the Early Years Foundation Stage. The process of self-evaluation is used broadly to identify areas for improvement and plans are in place to make changes to enhance an area of the outdoor space should funding become available. The manager is new to the pre-school and is striving to make changes in partnership with the committee and staff team to further enhance the pre-school in many areas.

The staff work closely with other professionals to support children when the need arises. Parents' views are sought through discussion, daily home diaries and questionnaires. Those spoken to during the inspection expressed great satisfaction with the care their children receive. Parents enjoy looking at the development folders and seeing artwork displayed and photographs in their child's file.

### **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 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>	314670
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	871961
<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>	34
<b>Name of provider</b>	Leconfield Pre-School Committee
<b>Date of previous inspection</b>	07/12/2011
<b>Telephone number</b>	079747 65216

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

