

Pollington-cum-Balne Preschool

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

Inspection date	02/09/2013
Previous inspection date	04/03/2013

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 are provided with a warm, welcoming and stimulating learning environment in which they are happy, eager and motivated to learn. They benefit from a broad range of good quality resources and materials that support their learning and development.
- The staff are well informed and have a good knowledge of the Statutory Framework for the Early Years Foundation Stage, child development and the areas of learning, which they translate successfully into practice. As a result, children make good progress in relation to their starting points.
- Partnerships with parents are well established which makes a significant contribution to meeting children's needs. The staff work effectively with parents to ensure that children's learning is supported at home, and they feel fully involved.
- Excellent relationships with the school ensure the transition to school is smooth, and all children have a secure foundation for their future learning when they start to attend.
- The arrangements for safeguarding children have been updated and detailed policies and procedures followed to ensure their safety.

It is not yet outstanding because

- There is scope to enable children to increase their existing knowledge of the natural world by providing additional resources in the outside area.

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 toured the premises and the outside area.
- The inspector looked at policies and procedures including safeguarding and samples of children's records.
- The inspector discussed assessment and monitoring, and how this affects planning for individual children.
- The inspector observed the children with the manager and discussed their progress.
- The inspector took account of the views of parents and children through discussion and documentation.

Inspector

Rosemary Beyer

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 pre-school employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3. There is also a student working in the pre-school. The pre-school opens Monday to Friday all year round, with the exception of bank holidays. Session times are 7.15am until 6.15pm. This includes before and after school care for children attending Pollington Balne Primary School from 7.15am to 9am and from 3pm to 6.15pm. Children who attend other primary schools in the area are welcome to use the service during the school holidays. There are currently 65 children on roll, 33 of whom are in the early years age group. The pre-school provides funded early education for two-, 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 further the educational programme for understanding of the world by increasing opportunities for children to identify birds or insects in the outside area, such as by the introduction of posters or illustrations 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

The staff have a secure knowledge of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They provide a wide range of carefully planned activities to promote children's learning and development. They make regular observations of the children, which are then used to support individual plans for each child. The staff discuss children's starting points with parents and use their own observations to ensure they have a good understanding of their needs and interests. Parents are kept well informed of the children's activities and interests through regular feedback and daily diaries. They can access their children's learning journals at any time and make comments about their progress. Staff give parents ideas for activities at home

to further support their children's development and to encourage them to become more involved in their children's learning. They are able to borrow books from the pre-school and also to attend stay and play sessions and special lunch days. Parents are also consulted when staff complete the progress check at age two, and a copy of the form is included in the learning journal.

Staff are fully aware of the importance of building a secure foundation for children's future learning. They use skilful teaching to support children's physical, personal, social and emotional development and their communication and language skills very effectively. The children are becoming good communicators and make their views known. They confidently help themselves to activities, for example, children use the dinosaurs and jungle animals in their play. They discuss with staff where the animals live, what they eat and their size when in real life. The member of staff uses the opportunity to develop their thinking and encourages them to develop their vocabulary by introducing new words. The children are aware dinosaurs no longer exist, but are still fascinated by their names and the fact some of them were really big.

Staff encourage children to learn about the natural world outside by growing flowers, vegetables and fruit, and they water the plants to keep them healthy. The children's physical development is also effectively promoted as staff increase their understanding of healthy eating when children harvest, prepare and consume their produce. The children make their own snack time wraps using their tomatoes and courgettes, and enjoy eating the sweetcorn, which also promotes their independence. Although children have access to books about the natural world there are few opportunities outside to identify insects and birds which visit.

The pre-school walls are decorated with posters and also imaginative art work, currently showing seaside creatures. Children have used a wide range of materials to make large collages of glittery fish, star fish and jellyfish. They also use paint freely to make their own pictures, using different sized brushes or their hands. Staff watched quietly as children poured paint carefully from one pot to another, concentrating closely so they did not spill the paint. They then used the new colours to make a picture. Staff then discussed the colours with the children and what they were painting.

Children who speak English as an additional language are welcome in the pre-school. The daily routine is illustrated in the cloakroom with photographs and times of day to enable new children and parents to see how the day is planned. There is also a good range of dual language books, and there are labels displayed throughout the pre-school to promote their home language.

Staff have high expectations of the children and the strong relationship with school ensures they prepare children well for the transition to school. Regular visits to meet the staff and school children and also for lunch, build a secure knowledge of what to expect when they start school. All children attend concerts and special events in the school. The school staff also visit the pre-school to see the new starters at play. The transition form is completed in line with discussion with the school and this gives teachers a clear understanding of the children's strengths and interests.

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

Staff encourage parents and children to visit several times before children start to attend, as part of the setting-in process, and their key persons will make home visits if needed. This enables staff to obtain a wealth of information about the children to enable them to fully meet their needs. All the children are settled and have strong attachments to the staff. They are confident to ask staff for help if they need it, and discuss how they feel. There are pictures and words displayed describing different emotions, which can be used if children are upset or not behaving as they usually do. Clear rules are in place for behaviour. The children behave well and are considerate of each other. Staff provide good role models for manners, and children are polite with each other and the staff. Children learn to look after themselves by playing safely, sharing and taking turns. They practise the emergency evacuation of the building when the school does a fire drill, and understand they must leave quickly and know where to stand to keep themselves safe. They also learn about good road safety practice in the playground as there are no footpaths in the immediate vicinity on which to walk.

Children can access toys and resources easily and freely, boxes are labelled with pictures and words describing the contents. The outside area is also freely accessible, whatever the weather. Children take items outside but also have pictures and labels, nursery rhymes and numbers displayed for them to use in their play. During the winter they play in the snow and go for rain walks, making snowmen and angels and splashing through puddles.

The children understand they need fresh air and exercise each day to keep fit, and they eat a healthy lunch provided by the school. Some children bring packed lunches but most have a cooked meal. Healthy snacks are provided during the day and water is always available. During hot weather, water is taken outside to ensure children remain hydrated, and they pour their drinks capably which fosters their independence and confidence. They also sometimes have picnics outside at snack time. The discussion of the vegetables they have grown has enhanced their understanding of healthy eating, and they really enjoyed the tomatoes. The pre-school children help themselves to hats before they leave the building when it is sunny, as they know the sun can burn them.

Children understand the importance of good hygiene in protecting them from infection, and the older children wash their hands after personal care without being reminded. Staff usually accompany younger children to the cloakroom until they can manage independently. They work closely with parents to support children during toilet training.

The pre-school has good relationships with other local childcare providers and the local children's centre, which means children's welfare is protected well. There is ready support for families in crisis or having problems. Information is exchanged regularly when children go to a new setting to ensure continuity of care and learning. A transition form is completed for children attending other settings or before they start school elsewhere. This gives information about their interests and their level of development to prepare them for the next stage in their learning.

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

Children's safety and welfare are of the highest priority in the pre-school. Staff have a very good understanding of safeguarding and have recently updated their policies and procedures. They all understand the referral procedure and the importance of recording prior injuries in order to help protect children. Clear guidance is available to identify concerns and parents are made aware of their responsibility to protect all the children in their care. Parents are admitted by staff, and any unexpected people collecting children have to notify beforehand. Staff ask for identification when visitors arrive before allowing them to enter and only authorised persons have access to the children, which ensures children are protected.

Risk assessments are in place for all aspects of the pre-school and daily safety checks ensure the premises and outside space are safe when children arrive. The premises are secure to prevent children leaving unsupervised, and registers completed on arrival and departure. Good staff ratios ensure children are well supervised both inside and out.

Robust systems are in place for the employment of staff, and this ensures only suitable, cleared people have access to the children. Ongoing appraisals and supervision sessions enable them to fulfil their role successfully in providing a stimulating and interesting environment where the children can learn and play. Staff constantly reflect on their practice and are keen to improve learning opportunities for children. They undertake local training and also pursue further professional qualifications. The children benefit from their different skills and interests, for example, growing vegetables, football coaching and dance lessons.

Staff are enthusiastic, dedicated and fully committed to caring for children. They have high aspirations for the quality of the pre-school to ensure all children achieve their full potential. Self-evaluation is used to good effect as they identify their strengths and areas for improvement within the pre-school. Parents are welcome to make their views known either in writing in the suggestions box, through committee meetings or by discussion with the staff. The views of staff, parents and children are used to inform the online document. Staff identify the strengths of the pre-school and areas for improvement. Since the last inspection they have introduced more opportunities to promote children's use of numbers and letters in the outside space. As a result, there is an obvious improvement in children's number recognition as they count when they are playing outside. They have also improved the flooring in the playroom, which is now easier to keep clean.

Partnerships with parents are strong, which results in children's needs being consistently met. They are fully involved in the pre-school and feel comfortable and welcome. They can also participate in occasional lunch groups when parents can join with their children to eat together. Parents spoken to are very happy with the care their children receive, and know they are safe and happy. They enjoy looking at the learning journals to see what the children have been doing and also supporting them at home.

Good relationships are in place with other providers and the children's centre which enable all the providers to work together to ensure consistency of care. Staff also have ready access to outside advice and support if needed. The manager and deputy are part of the family team support provided for families who are having problems or difficulties. This means children's well-being can be enhanced and any concerns addressed.

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

Unique reference number	EY452159
Local authority	East Riding of Yorkshire
Inspection number	931002
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	65
Name of provider	Pollington Cum-Balne Pre School Committee
Date of previous inspection	04/03/2013
Telephone number	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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