

Selby Community Pre-School

The Community Centre, Scott Road, SELBY, North Yorkshire, YO8 4BL

Inspection date

23/09/2013

Previous inspection date

10/05/2011

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

- Staff provide children with a varied range of interesting and developmentally appropriate activities and experiences across the seven areas of learning. They are confident and secure in their knowledge and understanding of how children learn and develop. As a result, children make good progress in their learning.
- Staff complete regular observations of children. They use this information alongside daily discussions with parents and colleagues to provide them with a clear and accurate picture of each child's individual learning and development needs.
- The well-established key person system successfully supports children's well-being. This takes place in close collaboration with parents who help staff to know about children's individual needs and preferences so they can respond to them.
- The manager competently leads a capable, well-established staff team. She makes sure staff are confident and resourceful as they continually strive towards maintaining good standards of care and learning for children.

It is not yet outstanding because

- Following snack time children are not encouraged to help to clear away after themselves, which lessens how they learn about responsibility and self-reliance.
- Written information available for parents about the Early Years Foundation Stage, in particular the use of the correct title for each of the seven areas of learning, is not consistently applied. This is sometimes confusing for parents.

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 looked at the areas children use, indoors and outdoors, accompanied by the manager.
- The inspector observed how the staff interacted with children and their parents during the inspection.
- The inspector looked at children's records relating to their development and progress, including photographs, written accounts and tracking reports.
- An observation of staff members sharing books and stories with two separate groups of children was carried out jointly by the inspector and the manager. A discussion regarding staff's practice, the benefits for children and the learning taking place followed.
- The inspector looked at a range of documents, including the setting's on-line self-evaluation, records relating to the operation and management of the provision, risk assessments, a sample of policies and procedures and documents to show staff's and a student's suitability to work with children.
- The inspector spent time talking to the manager, the setting's designated special educational needs coordinator, staff, parents and children.

Inspector

Jackie Phillips

Full Report

Information about the setting

Selby Community Pre-School is a long established setting which registered in 1992. It is registered on the Early Years Register and is managed by a voluntary committee. The setting operates from a large room within the community centre in Selby town centre, North Yorkshire. There are schools, parks, shops and public transport links in the local area. Children have access to a fully enclosed outdoor area.

The setting offers flexible session times for children. It is open each weekday from 9.15am to 12.15pm and, with the exception of Wednesday, from 1pm to 4pm. In addition, the setting provides a lunch club, each weekday, except Wednesday, from 12.15pm to 1pm. The setting is open during term time only. There are currently 36 children on roll, all within the early years age range. The setting supports a number of children with special educational needs and/or disabilities and children with English as an additional language. The setting is registered with the local authority to provide funded early education for two-, three- and four-year-old children.

There are eight members of staff. Of these, the manager holds an early years qualification at level 5, and five members of staff hold an early years qualification at level 3. In addition, two members of staff are unqualified but well experienced and support the setting on a casual basis. The setting 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:

- involve children in clearing away after themselves in order to help them acquire the skills of responsibility and self-reliance
- strengthen parents' understanding of the Early Years Foundation Stage by making sure the title of each of the seven areas of learning are correct and consistently applied so they can better support their child's learning.

Inspection judgements

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

Staff provide children with a varied range of interesting and developmentally appropriate activities and experiences across the seven areas of learning. They are confident and secure in their knowledge and understanding of how children learn, when, and how, to

intervene in children's play and when to provide additional support. This is because they supervise children very well and regularly observe them to find out about the needs and interests of each one. As a result, children make good progress in their learning. Staff demonstrate a good understanding about child development. For example, on the day of the inspection new children were being gradually introduced into the setting as part of the staggered, settling-in arrangements during the early part of the new term. This shows that staff consider how best to help young children adjust to a new environment, particularly as the majority of new children are two-year-olds. Visits are arranged prior to children starting at the setting to help them familiarise themselves and reduce any anxiety they might have. Due to this, most children separate from their parents confidently and those that do become upset, very quickly settle down and play happily. Staff make sure that a varied range of toys and equipment are readily available for children to use, indoors and outdoors. The manager talks about how other resources will be gradually introduced over time to help children repeat and practise current skills and learn, develop and refine new ones. This will give children time to develop in confidence and competence to meet new challenges. This shows staff respect children by allowing them the opportunity to investigate, at their own rate, their new surroundings and the diverse equipment. It enables children to settle and demonstrate to staff their abilities without being overwhelmed.

Staff complete regular observations of children, which they record and store in children's individual files. These are readily available to share with parents. Staff use information they gain from their observations and discussions with parents and colleagues to provide them with a clear and accurate picture of each child's individual learning and development needs. It also confirms the progress they are making across the seven areas of learning. Staff place a sharp focus on helping children to develop their communication and language skills and to promote their physical, personal, social and emotional development. These are known as the prime areas for learning, particularly for children aged between two to three years of age. This helps them to form a secure basis for learning and provides children with key skills to develop their confidence and independence in readiness for school. Staff make regular checks that each child is working comfortably within the typical range of development expected for their age. If they have any concerns these are promptly shared with the child's parents. This means that extra adult support can be quickly provided or professional advice, support or guidance sought to ensure the child makes progress and does not get left behind.

Planning for children's learning is based on a continuous core provision of toys, resources and equipment. This is enhanced by adult-led activities or additional resources that they add to meet children's individual interests, specific learning needs or that they have requested. In addition, children benefit by taking part in a wide range of practical, first-hand learning experiences. For example, visitors are invited to the nursery to talk to the children and walks are organised to different places within the local community. This helps children develop an understanding of society and the world in which they live and helps them to develop socially. Staff plan learning opportunities for children which take place independently, in small groups according to age and ability or in larger groups where they can learn from their peers. Since the last inspection, staff have improved how they use the information they know about each child to shape and guide the planning of activities. They are currently in the process of improving this further with a strong focus to ensure each

and every child's learning is personalised. Staff actively encourage parents to contribute to their child's learning journals by requesting they share information about their child's achievements or new skills they have accomplished. This approach supports how learning is continued at home. Parents are given sound information about the Early Years Foundation Stage and how they can promote their child's progress at home in each area of learning. However, the title of each of the areas for children's learning is not consistently accurate. This is confusing for parents and means children's learning is sometimes not as well supported as possible.

There is an effective key person system in place that helps to build strong and trusting relationships with children and parents. Children approach all staff easily and make their needs clearly known. For example, they tell staff when they want to use the toilet or to request a particular toy. This demonstrates that children feel safe and secure by being able to approach adults confidently. Children eagerly take part in activities and show a willingness to talk to staff about their interests or home life. Staff place high priority on developing children's speech and language. They involve children in frequent, lively conversations and read interesting, age-appropriate stories. They support children with special educational needs and/or disabilities and speech and language difficulties very well, including children who communicate using a different language. Staff provide dual language books for the group of Polish children who are currently attending the pre-school and invite their parents in to read stories in their home language. Letters, numbers, colours and simple words around the environment are translated into Polish. This demonstrates respect for children's cultural and family backgrounds and provides a wonderful learning opportunity for everyone.

The quality of teaching and learning is good. This means children are very well prepared for school. They learn by having equal access to the indoor and outdoor environments, which means their learning is enhanced and extended between the two areas. Staff encourage children to experiment, investigate and explore. For instance, they allow children to experience the feel of the paint on their hands and arms without being fearful of making a mess. Children play with sand, water and play dough, showing high levels of interest and concentration as they use a wide variety of tools and equipment. They show signs of understanding about sharing and taking turns and can work cooperatively together. Children show a strong desire to be active, busy and engaged and are motivated to learn. As a result, their behaviour is very good and they are acquiring the positive skills and attitudes towards learning that will be of great benefit when they start school.

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

Children use a wide and interesting variety of toys and equipment, indoors and outdoors. Staff place high priority in presenting the resources in ways that help children to make independent choices and decisions, for instance, on low shelving and drawers or in mobile trolleys. The walls of the playroom support children's learning by providing information about, for example, letters of the alphabet, numbers and colours. As children's differing home languages are given high priority it means everyone can learn together. Staff provide colourful mobile room dividers so flexible, cosy, areas can be created, like the

book and home corners. There are areas created where links are made in children's learning, for instance, the mark making and mathematics area. This means the play environment is conducive towards children's learning. The outdoor area that children have free access to is identified as an area for further improvement to enhance learning potential. Staff are obliged, however, to give due consideration to the constraints of being located within a shared, multi-purpose building used by the public. They, therefore, have to prioritise their ideas carefully.

The robust key person system promotes children's well-being successfully. This takes place in collaboration with parents who share information initially through a written record called 'all about me' and then continues to be exchanged, mainly, verbally. This helps staff to know about children's individual needs and preferences in order to respond to them. Staff help children to understand about health and safety. They involve children in regular hand washing routines and in practising the evacuation drill so they know what to do in an emergency. They remind children as they play about any hazards. For example, staff talk to children about not drinking the water in the tray outside that everyone is using because they will have a poorly tummy. The very relaxed and sociable occasion of children's snack time involves them trying a wide variety of fresh fruit to eat, enabling them to experience different tastes. Children play an active part at snack time, such as finding their unique name label. Some children take responsibility for distributing a plate to each child and carrying the plate containing a selection of fruit to share. However, sometimes not all children clear away after themselves, so there is scope to help more children learn skills of self-reliance and responsibility.

Staff consistently provide children with high levels of supervision and engagement. This helps learning to be sustained and means staff can promptly respond to children's needs. Children behave well because staff are there to help deal with any problems and quickly reduce children's frustration. For example, promptly finding the piece of equipment needed to complete the tool for children to use to squeeze the play dough through. Staff acknowledge and celebrate children's achievements, such as recognising the effort taken to make an intricate train track from the wooden pieces. This helps children to feel pleased and proud and raises their self-esteem.

Children attend a wide variety of schools in the area so staff invite their teachers into the setting to meet them. Staff are very aware of providing children with increasing opportunities for them to learn to be sociable, confident and independent. In doing so they help prepare them very well for their transitions, including to other settings and school.

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

There are very effective safeguarding arrangements in place. All staff attend safeguarding training and confidently know the action to take and whom to contact if they have any concerns about a child's welfare or well-being. Written safeguarding procedures and guidance are in place for referral, including risk assessments, which have been improved

since the last inspection. The playroom is secure and prevents entry from unauthorised adults or children leaving unsupervised. There are secure systems in place to monitor the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. This includes robust recruitment and induction systems and the checking of staff's suitability to work with children. This process also applies to students from local colleges who attend the setting from time to time.

The manager of the pre-school competently leads a capable, well-established staff team. She leads by positive example and regularly works alongside her staff, enabling her to assess their performance and monitor the educational provision for children. Staff are well supported by the manager to fulfil their responsibilities to meet the requirements of the Statutory framework for the Early Years Foundation Stage. An established programme of professional development helps staff improve their knowledge, understanding and practice through access to training, staff meetings and appraisals. This makes sure staff are confident and resourceful as they strive towards maintaining good standards of care and learning for children.

Staff are extremely happy to support parents in any way they can. For example, they offer, if necessary, to accompany them to the local children's centre to seek advice and guidance about the development of their child. This provides good support for parents and builds their confidence to work alongside other professionals. The pre-school has formed close links with a number of supportive agencies in the area and welcomes visits from professionals so that they can share in observing children in the setting to assess their progress and development. The manager is reflective about her setting. She invites staff, parents and children to contribute towards the plans for improvement. This helps her to identify areas of strength and those for development. Parents spoken to during the inspection were very complimentary. They said they found staff to be friendly, helpful and approachable and felt they were kept very well informed and updated about their children's care, learning and progress. They know that their children enjoy being at the setting because they 'don't want to go home'. Parents feel that when the time comes their children are ready and very well prepared for school because they settle 'quickly' and 'easily'. They describe children's progress as being rapid, explaining this as in 'leaps and bounds'.

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	400429
Local authority	North Yorkshire
Inspection number	872186
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	36
Name of provider	Selby Community Pre-School Committee
Date of previous inspection	10/05/2011
Telephone number	07818 022828 01757 210860

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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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