

# North Tynies - West Woodburn Pre-School

West Woodburn School, West Woodburn, HEXHAM, Northumberland, NE48 2RX

<b>Inspection date</b>	30/09/2013
Previous inspection date	23/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	3
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		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

- Staff have good knowledge of how young children learn. As a result, children make good progress in their learning and development and develop a broad range of knowledge and skills which supports their readiness for when they start school.
- Children's needs are quickly identified, and very well met through effective partnerships between parents, the adjoining school and external agencies and services.
- Staff have high expectations of all children based on accurate assessment of children's prior knowledge, skills and understanding on entry to the pre-school.

### It is not yet good because

- Risk assessments are not always fully effective in identifying and minimising all potential hazards children may come into contact with. As a result, children's safety is not always well supported.
- While planning for children is good, on occasion, the activities provided at circle time sessions, are less well matched to their age or stage of development.
- Children's learning is not always effectively promoted in the outdoor area as activities and opportunities provided do not always reflect the needs and interests of all ages of children.

## 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 carried out a tour of the school building and areas accessed by the pre-school.
- The inspector observed children's play and learning activities in the indoor and outdoor environment, and spoke to staff and children.
- The inspector carried out a joint observation with the lead practitioner.
- The inspector carried out a meeting with the manager and the lead practitioner and looked at and discussed a range of policies and procedures.

## Inspector

Nicola Jones

## Full Report

### Information about the setting

North Tynies - West Woodburn Pre-school was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from within a classroom in West Woodburn First School in the North Tyne area of Northumberland. It is managed by a voluntary management committee. The pre-school serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The pre-school employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 3. The manager and lead practitioner both hold qualifications at level 6 and higher. The pre-school opens on a Monday and Thursday afternoons, term time only. Sessions are from 12 noon until 3pm. Children attend for a variety of sessions. There are currently nine 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. It supports a number of children with special educational needs and/or disabilities.

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

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

- improve risk assessment procedures to ensure they are fully effective and identify and minimise all potential hazards which may arise for children, with particular reference to the removal of rain water collected in large containers and bird faeces in the outdoor environment.

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

- consider the organisation of circle time so that it takes into account the wide range of ages and abilities of children attending
- enhance provision in the outdoor environment by: providing a stimulating and well-resourced environment which reflects the needs and interests of all children.

## Inspection judgements

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

Staff have good knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage and use this well to support children in their learning. They plan a good range of challenging and enjoyable activities and experiences for each child. As a result, children thoroughly enjoy the time they spend at the pre-school and are willing to explore, experiment and try things out for themselves. Staff ensure children have uninterrupted time to play and explore. For example, children become deeply involved when playing in the role-play pirate ship. They use resources provided by staff to support their play, such as cardboard tubes as telescopes. The quality of teaching is good and staff plan a range of adult-led and child-initiated activities throughout each session. This means children make good progress in their learning and development, based on their individual starting points. Children take part in regular circle time sessions led by staff. However, some activities are not always fully matched to children's needs. This means their individual age and stages of development are not given full consideration. For example, occasionally, sessions are too long and questions asked by staff are too difficult for children to understand.

Children develop good listening and attention skills when they play games with staff and other children. They sit very quietly and listen for sound clues to discover which child has taken and hidden the 'honey pot' from the sleeping 'bear'. They develop confidence in their expressive language skills when they call out 'Mrs Bear, wake up Mrs Bear' and smile and laugh with each other when the game concludes. Children develop a good range of literacy skills which will prepare them in readiness for school. They attempt to read words as part of their play, such as navigation signs in the pirate ship, and enjoy developing their early writing skills using chalks in the outdoor area. Children develop a good awareness of their familiar world, such as the place where they live. They go on regular walks into their community and notice features, such as, rivers, roads and parks. This knowledge is successfully extended by staff when they engage children in making maps and houses using junk modelling when they return to the pre-school.

Staff have very good awareness of children's individual strengths and weaknesses. They make regular assessments of children as they play and use this information well to plan next steps in learning. Children with special educational needs and/or disabilities are equally well supported. Effective partnerships are in place with external agencies, such as speech and language therapy services and information received is well used to support children's individual needs. Each child has an individual learning journal containing photographs, samples of work and observations. This is matched to the areas of learning and accurately shows children's achievements, interests and learning styles. This information is shared with parents and other staff to recognise children's progress, understand their needs, and to plan activities and support. Parents are actively encouraged to share examples of their child's learning at home and make written comments in their learning journals. This ensures a clear picture of a child's development is drawn up and plans can be made to move them forward in the learning. The provider runs a number of pre-school settings in the local area across the week and children are able to attend different sessions according to parental wishes and their needs. Learning journals are shared between all staff and are a key part in ensuring continuity is maintained in children's learning and development.

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

Staff have a, generally, good understanding of children's safety. However, due to a weakness in leadership and management, children's play space in the outdoor environment is not fully safe. Overall, children demonstrate they feel safe in the pre-school. They demonstrate a good awareness of safety when using equipment, such as the adhesive tape dispenser and ensure they place their clothing in boxes to avoid tripping hazards on the floor. Children behave very well in the pre-school. This is because staff set and maintain clear, consistent rules and boundaries and involve children in finding solutions to problems and conflicts. This rationale is shared with parents, when children first begin attending, to maintain a joint approach. Children sit exceptionally well during group times and play cooperatively at all times with other children. Staff encourage children to develop their independence skills. For example, they place items of waste into recycling bins, manage their own clothing, if possible and choose their own activities from the range provided.

Children enjoy energetic play on a daily basis. The pre-school has access to a playground within the school grounds, which is secure at all times. However, the outdoor area lacks stimulation. Children have access to a small number of resources which do not always reflect the needs and interests of all children present to support their all-round development. Staff engage children in games, such as hide and seek, which enable them to run around and practise moving safely to avoid colliding with others. They giggle and laugh when they find one another, demonstrating positive relationships and friendly behaviour. Staff promote children's health and well-being further when they ensure all children wash their hands as they arrive in the pre-school, before eating and after attending to their own personal needs. Staff give clear messages to children to ensure they are developing a good understanding of why it is important to have a healthy diet. They talk about the benefits of eating fresh fruit at snack time and encourage children to think about including healthy foods in their packed lunch boxes.

An effective key person system is in place. This supports children very well when they attend other pre-school settings, run by the provider, in the local area. For example, children are allocated one key person who attends all sessions with them. This ensures continuity is maintained and children's emotional and physical needs are very well met. As a result, children develop strong attachments with their key person and feel happy, safe and secure in their environment. Continuity is further maintained when children begin attending the pre-school. Good quality information is gathered from parents, for example, 'All about me' documentation is completed, including details, such as family set up, comforters, like and dislikes. Children are equally well supported when they prepare to leave and go into school. Visits are made to local schools and children become familiar with their new reception class teachers and explore their new environments.

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

The manager and her staff team carry out ongoing risk assessments in the indoor and outdoor areas of the pre-school. However, on the day of inspection, a large container full of collected rain water had not been removed and an extensive amount of bird faeces was found on the wooden bench in the outdoor area. This presented a potential hazard to children. As a result, on this occasion, ongoing risk assessments were not as effective as they could be and did not minimise hazards for children. Although this is a breach of requirements as well as for the Childcare Register, the manager and lead practitioner demonstrated a good attitude towards children's safety and planned to remove the risks identified as soon as possible. Other risk assessments are effective and ensure all areas children come into contact with are safe. For example, doors are kept closed at all times and the toilet area is clear of hazards. The manager and staff team have a, generally, good understanding of their responsibility to ensure the pre-school meets the safeguarding and welfare requirements. Effective recruitment and vetting procedures are in place. There are a comprehensive set of policies and procedures in place which support staff well in managing the pre-school. For example, emergency evacuation procedures are carried out and recorded on a regular basis. All staff know and understand their responsibility in keeping children safe and well, and know what steps to take if they are ever concerned about a child.

The manager and lead practitioner carry out effective monitoring of educational programmes to ensure they have sufficient depth, breadth and challenge, and reflect the needs, aptitudes and interests of children. Monitoring of children's progress is well embedded within practice. As a result, interventions are sought where needed to ensure that gaps are narrowing for individual children identified as being in need of support. Partnerships with external agencies and support services are good, especially when children have special educational needs and/or disabilities. Information is regularly shared between staff and action plans are established. This ensures all those working with the child maintain a joint approach and a clear picture of a child's development is achieved. Effective supervision, appraisal, induction and mentoring systems are in place for all staff and training needs are accurately identified through this process. As a result, staff receive support, coaching and training which promotes the interests of children.

Partnerships with parents and external agencies are well established and make a strong contribution to meeting children's needs. Parents spoken to on the day of inspection are very happy with the quality of service and care provided, especially when children first start attending. Information received from services, such as hearing impairment services, is well used to ensure children get the help and support they need. Parents are effectively signposted, when appropriate, to additional support through the local children's centre. The manager and lead practitioner have been proactive in their approach to sharing information with other settings children attend. This ensures good quality information regarding children's learning and development is used effectively to maintain continuity for each child.

Arrangements to monitor the quality of the pre-school are good. A clear, focused improvement plan is in place. This identifies areas of improvement through consultation with staff, parents, children and local authority professionals. For example, workshops for parents, focusing on the benefits of play, were developed as a result of comments raised on parental questionnaires. Future areas for improvement, which aim to enhance

children's achievements over time include, developing peer observations, introducing learning walks and providing further opportunities for parents to enjoy outings with their children.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

#### To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks, with particular reference to the removal of rain water collected in large containers and bird faeces in the outdoor environment (compulsory part of the Childcare Register).
- ensure that all necessary measures are taken to minimise any identified risks, with particular reference to the removal of rain water collected in large containers and bird faeces in the outdoor environment (voluntary part of the Childcare Register).

## 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>	EY317376
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	820478
<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>	16
<b>Number of children on roll</b>	9
<b>Name of provider</b>	North Tynies Childcare Ltd
<b>Date of previous inspection</b>	23/02/2009
<b>Telephone number</b>	01434 220716

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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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