

Fulford Pre-school

St. Oswalds C of E Primary School, Heslington Lane, YORK, North Yorkshire, YO10 4LX

Inspection date

23/10/2013

Previous inspection date

23/04/2009

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 regularly observe and assess children to support and plan for their individual interests and learning very well. This results in children making very good progress relevant to their starting points.
- Children are very secure in their attachments with their key person and staff because they are responsive and knowledgeable about children's individual needs. Consequently, children's interests are effectively supported so they are engaged, motivated and confident in their ongoing play and learning.
- The partnerships formed with parents, school and other early years providers are good. As a result, children's transitions and individual needs are managed effectively through an inclusive shared approach to their ongoing learning and development.
- The interesting variety of accessible resources and equipment offer a rich and stimulating environment that is very welcoming both indoors and outdoors for the children.

It is not yet outstanding because

- There is scope to extend the very good opportunities provided for the children to further explore the natural world, by planting different herbs and plants, to encourage more wild life.

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 observed activities and spoke with the children and staff throughout the inspection.
- The inspector looked at children's individual learning journey files and planning.
- The inspector looked at all relevant records, policies, procedures and the pre-school's monitoring, self-evaluation and development plans.
- The inspector took account of the views of parents spoken to on the day and from written information provided.

Inspector

Christine Tipple

Full Report

Information about the setting

Fulford Pre-School has been registered at the current premises since 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is managed by a voluntary committee. It is a purpose built ground floor facility adjacent to St Oswald's Primary School in the area of Fulford in the city of York.

It operates Monday to Friday term time only apart from the holiday club that operates during the main school holidays. Sessions commence with the breakfast club from 8.00am until 8.40am, pre-school starts from 8.45am to 11.45am and the lunch club from 11.45am to 12.20pm. The afternoon session operates from 12.20pm to 4.30pm and includes after school care. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play

There are currently 48 children attending of whom 41 are in the early years age group. The pre-school provides funded early education for two, -three- and four-year-old children. The nursery employs ten members of child care staff and of these seven hold appropriate qualifications, one staff member has a level 5, four staff level 3 and two staff level 2. The pre-school is a member of the Fulford Early Years Partnership and 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:

- build on the good range of sensory and natural resources for the children outside, to explore further the natural world, by planting different herbs and plants to encourage wild life, in order to enrich their learning experiences.

Inspection judgements

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

The pre-school share with parents the 'all about me' form to complete as each child starts. This provides staff with detailed information on children's routines, needs, current interests and starting points on which to develop. Staff complete regular observations and assessments of the children to track their play and learning experiences. This enables them to clearly identify children's next steps, to inform the planning and ensure the activities and resources support all the children to make good progress. This information is recorded in children's individual learning journey files and includes photographs of them at their various activities. This provides a clear and informative picture of each child's learning in pre-school for staff and parents. The sharing of the activity packs and lending

library scheme to take home support and contribute to effectively engaging parents in their children's learning and development.

Children happily come into pre-school excited at meeting their friends. They readily access the activities and resources, such as the construction area. This results in a wonderful selection of different models, such as, an army tank and a rescue station. The children's engagement through communication and the sharing of their ideas fully promotes their problem solving skills and to take pride in their achievements. The outside area is an extension of the learning taking place inside and children freely access both through the day. These offer a variety of exciting learning opportunities for them. For example, the mud kitchen outside where children thoroughly enjoy cooking and making 'stews' from what they collect on their nature walks. This includes acorns, conkers and leaves to which the children add lots of water and mud; and decide to make a cafe, where they serve the food into bowls. This is highly effective in extending children's imagination and to develop their own ideas. The space provides lots of opportunities for physical play and challenges. Children make their own obstacle course and confidently manoeuvre the bikes and sit on rides around the track, or use the climbing wall. However, the range of good sensory and natural resources provided for the children are not fully extended; to enable them to further explore the natural world. For example, by growing herbs and plants which attract different wild life, in order to enrich their learning experiences.

The pre-school support the Every Child a Talker programme. This enables the children to develop their language skills, such as, through songs and rhymes that are shared at home. They confidently sound out letters and words with the aid of different props. Children learn to listen to each other and staff provide time for them to share their news or to answer questions so they fully contribute to their learning. At circle time children share what they enjoy doing and what they want to do at the next session. For example, children decide to make traffic signals with green and red lights on to use when on the bikes. As a result, children positively reflect on their activities and extend their interests. Children access the sensory room where they have movement to music, instrument playing and quiet time. Children express their creativity in a variety of ways by using different materials and resources, colours and textures. These are readily accessible and positively extend their ideas and experiences. They have good opportunities to mark make and develop their early writing skills, such as through making treasure maps or use the clip boards to make lists. The interactive white board enables children to independently select games that engage and support their mathematical and literacy skills very well. The children have very good care and learning experiences that fully prepares them to move on in their learning.

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

The children have daily snacks provided and these offer a good selection of choices that promote healthy eating. They help prepare the food, such as, cutting up the cheese and apples. Staff use activities to teach the children about being active through their play and this fosters their awareness of keeping fit and healthy. The routines and facilities in place support the children to start to independently manage their personal care and to put on their coats and wellingtons to go outside. The staff provide the children with clear

boundaries, where they are encouraged to think about others and how their behaviour affects everyone. Staff provide good examples of behaviour and they talk to the children about their needs and feelings, to support them to manage situations in a more positive way. The transition arrangements for the children moving onto school are managed very well. Shared visits are provided and meetings with the staff and teachers and the completion of children's transition report all contribute to supporting continuity in their learning and development.

Children are very secure in their attachments with their key person and this ensures their transition from home to pre-school is successful. Staff are responsive and sensitive to the children's individual needs. As a result, children are very confident, engaged and motivated in all areas of their play and learning. The well-presented range of accessible resources and equipment in all areas of the nursery offer a rich and stimulating environment that is very welcoming for the children. This results in successfully engaging their ongoing interests and decision making skills that promotes their independence in what they do very well. Staff provide a positive and inclusive environment where all children can develop and make progress. The staff use activities to teach children how to stay safe to know to say no when they are not happy or feel secure. The regular outings in the community provide opportunities for children and staff to discuss different risks and how to manage these. This effectively supports the children to make decisions about their safety in different situations.

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

Staff demonstrate enthusiasm and commitment to improving achievements for all the children. The characteristics of effective teaching and learning supports their approach as a staff team. The tracking and monitoring of individual children's progress results in staff identifying areas where children require additional support or challenge. This ensures future learning experiences are effective and targeted, in order for children to make good progress. Staff follow guidance from other professionals, as required, to ensure children receive relevant support to promote their ongoing development. The shared approach with other early years providers, where children attend, promotes continuity in their ongoing learning. Staff, parents, children and other partners all contribute to the nursery's self-evaluation. This provides opportunities for all those involved to reflect and identify areas to develop. This informs the action plan and how to take improvements forward and to monitor how changes impact effectively for the children, parents and staff.

Staff understand safeguarding issues through regular training and are fully informed of the procedures to follow if they have any concerns about a child's well-being. The recruitment and selection procedures are secure. These ensure all relevant checks are completed to assess suitability and new staff receive a full induction programme. Staff attend daily briefings and regular meetings as a team and individual supervision and appraisals. This results in extending their skills and self-development through access to further training and qualifications. The detailed risk assessments, policies and procedures are reviewed regularly, to ensure these reflect current guidelines and practices. All documentation is maintained to support the staff in the safe management of the nursery.

The partnerships formed with parents are very good. The staff highly value the feedback from parents in support of their children's ongoing needs. Parents comment about the friendly welcome they receive and how supportive staff are, particularly in accommodating additional sessions in emergencies. The thank you cards and farewell book provide very positive feedback from both the children and their families. They are very complimentary about the staff's knowledge of their children as individuals. Open evenings with parents enable them to discuss further their children's progress with staff. The use of questionnaires and email provide other forms of communication for both parents and staff. Parents see the positive changes in their children, particularly in their social skills, speech and language development and growing independence. They are secure in the knowledge that their children are happy and safe.

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 | EY225466 |
| Local authority | York |
| Inspection number | 869874 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 30 |
| Number of children on roll | 48 |
| Name of provider | Fulford Pre-School Committee |
| Date of previous inspection | 23/04/2009 |
| Telephone number | 01904 555438 |

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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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