

# Little St. Marys Preschool Playgroup

School House, School Lane, Askham Richard, York, North Yorkshire, YO23 3PD

<b>Inspection date</b>	15/11/2013
Previous inspection date	12/07/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 benefit from being cared for by a professional, friendly and caring staff team in a warm and welcoming environment. As a result, children are settled and happy and thoroughly enjoy their time at the pre-school.
- Children are supported in making good progress in all aspects of their development. Children's individuality is recognised and staff offer them a wide range of experiences that are thoughtfully prepared to encourage them to develop new skills and have fun.
- Staff fully recognise the importance of working in partnership with parents and keep them well informed about their children's progress using various effective strategies.
- Leaders and managers are committed to ongoing improvement and the professional development of staff through attending further training. As a result, the staff team are highly skilled and knowledgeable in their roles.

### It is not yet outstanding because

- There are fewer opportunities for children to explore simple technology, for example, computers, on a daily basis, in order that they can develop an understanding of information and communication technology.
- The methods used to monitor and further enhance staff performance do not yet include planned peer observations, in order that staff can build on already good practice.

## 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 children's activities, both indoors and outdoors.
- The inspector held discussions with the manager and nominated person and talked to children and staff throughout the inspection.
- The inspector carried out a joint observation with the deputy manager.
- The inspector looked at a sample of documents, including policies and procedures, children's records, evidence of the suitability of staff and recruitment procedures.
- The inspector took into account the views of parents spoken to on the day of the inspection.

## Inspector

Angela Dyer

## Full report

### Information about the setting

Little St. Marys Preschool Playgroup was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is managed by a voluntary committee and is a registered charity. It is situated in the residential area of Askham Richard, York, North Yorkshire and operates from a converted two storey house in the grounds of St Mary's Church of England Voluntary Controlled Primary School. The ground floor has ramped access and the first floor is accessed by a flight of stairs. Children have access to an enclosed outdoor play area. The pre-school is open Monday, Thursday and Friday from 9am to 3pm and on Tuesday and Wednesday from 9am to 1pm, term time only.

The pre-school currently takes children from two to five years of age. There are currently 19 children on roll, all of whom are in the early years age range. The pre-school supports children with special educational needs and/or disabilities and receives funding for the provision of early education. The pre-school also offers sessions for younger children to attend with their parents.

There are three members of staff, including the manager, who work directly with the children. All of whom hold a relevant qualification at level 3 in early years. The pre-school 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:

- provide further opportunities for children to engage with and learn about appropriate information and communication technology, in order to develop and build on their interests and skills in operating equipment, including computers
- build on the existing good systems for monitoring of staff performance, for example, by considering peer observations to continue to strengthen and improve on good practice.

## Inspection judgements

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

Staff have a clear understanding of child development and fully understand how children learn and the role that they play in supporting this. As a result, the quality of their teaching is good and they fully support children in making clear progress in their learning and development. Staff are enthusiastic and this is reflected in the motivation and

enthusiasm of children as they participate in a wide range of activities. Children are actively engaged in their learning, making decisions within their play, accessing resources independently and choosing whether they want to play indoors or outdoors. Staff encourage children to lead their own play and clearly understand when it is appropriate to join in and extend children's learning or sit back and observe. For example, while outside staff join in with children's play, putting on a hard hat and filling up the wheelbarrows with bricks in the role play construction site before transporting them to a different area in the garden to build with. During the activity, staff introduce new language and mathematical concepts, including the measurement of height and counting, to enhance children's learning while ensuring that the activity remains fun and enjoyable.

There is a strong focus within the pre-school on the importance of outdoor play. As a result, children have daily opportunities to be physically active in the attractive pre-school outdoor area and have first-hand experiences of the weather, seasons and the natural world. Children also have regular opportunities to attend the Forest School and staff and children talk excitedly about the activities that they enjoy while there, including making shelters, looking for insects and going on scavenger hunts. These experiences also allow children to explore the local woodlands and enjoy the thrill of taking risks within a controlled environment, including using tools to whittle wood and build campfires.

Staff place a high priority on helping children to acquire communication and language skills and in supporting their physical, personal, social and emotional development. As a result, children gain the skills, abilities and attitudes that they will need in the next stage in their learning and eventually, school. For example, staff plan 'friendship activities', which teach children the skills that they need to work together as a team and during circle time sessions, they tell stories that reinforce the importance of friendships. Children clearly demonstrate their understanding of this as they play harmoniously together, share resources and help each other with tasks, including carrying heavy boxes of toys. Staff also support children's communication and language development effectively and provide daily speaking and listening activities that are well matched to children's developing abilities and interests. Staff confidently interact and talk with children at their level and as a result, children's speaking and listening skills are developing well and children are confident and expressive when talking to each other and adults. Staff are very competent at identifying where there are possible delays in children's language development and prompt action, involving parents and other professionals where needed, has very positive outcomes for children, resulting in achievement gaps being quickly narrowed.

Staff respond well to children's interests when planning activities, for example, capturing some of the children's interests in superheroes when planning an obstacle course, thereby, sustaining their engagement and interest. Children also enjoy other fun activities, including water play and mark making with crayons, paint and the juice from blackberries. Children have some experiences to explore technology, including the use of calculators in the mathematics area. However, opportunities to develop their skills in using information and communication technology, including computers is less well developed as the computer is not routinely accessible for children. Role play is a particular favourite of many of the children and staff respond to this by providing resources, indoors and outdoors, to support this type of play, including a home corner and a building construction site. As a result, children are very expressive in their play and confidently take on different roles,

including the role of a mother, asking others to 'Be quiet, my baby is trying to sleep' while others pretend that they work in an office explaining that they are very busy and 'must not be disturbed!' Staff also have exciting plans to create a mud kitchen outside, recognising the value of allowing children the freedom to explore the different textures of mud, when dry and wet, with their fingers while splashing and transferring water from one container to another.

Parents are actively encouraged to share their knowledge of their children on starting at the pre-school, which coupled with staff's initial observations, means that staff have a good understanding of children's starting points. Staff use this information to plan for children's interests and build on what they already know. Clear observation, planning and assessment procedures are in place to ensure children's individual needs are met and that their progress can be measured and monitored. Children's individual learning records contain observations, planning for next steps and special photographs to evidence their development. Children's daily communication books, alongside informal discussions, enable parents to have a clear insight into what their child has been doing while at pre-school. Staff also provide parents with opportunities to become involved in their child's learning through activities, including 'letter of the week' and sharing activity ideas that they can do at home to further support their child's learning.

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

The highly effective key person system means that children form close relationships with the adults, who care for them. As a result, children separate from their parents and settle with ease, waving goodbye out of the window. Parents' comment how happy their children are at the pre-school and how reassuring it is to know that their children have a key person, who is 'Looking out for them'. Staff are knowledgeable and sensitive about how to support children with settling-in to pre-school. For example, they operate a parent and baby group from the school hall and a parent and toddler group from the pre-school to help familiarise parents and children with the staff. Staff also gather information about children's likes, dislikes, routines and favourite activities on entry and use this information to promote continuity and consistency of care. Reception teachers from the local school also visit the pre-school to read stories and get to know the children to help with the move to school.

The caring staff team understand and respond to children's physical and emotional needs, recognising when children are under the weather, in need of a cuddle or a rest in a quiet cushioned area of the pre-school. Children's good health is promoted as they are provided with healthy and tasty snacks, many of which have been suggested by them and include, fruit, cheese and cereals. Children have opportunities to develop their independence skills, pouring their own drinks and helping themselves to fresh drinking water from the mini water cooler throughout the day. Children also manage their own hygiene needs well, with children fully understanding the need to wash their hands before snack without being prompted. Children also benefit from daily fresh air, with older children independently putting on their coats and outdoor shoes, in order to enjoy activities outside while having space to explore and be physically active and exuberant.

The indoor environment is well equipped with developmentally appropriate resources. High standards of cleanliness are maintained throughout and staff implement good hygiene practices to help minimise the risk of infection. Children's understanding of safety is supported as they are encouraged to manage their own risks within a safe environment. For example, while jumping from one box to another or climbing on the apparatus outside, staff remind children to be careful. However, staff understand that children need and want to take risks when they play and ensure that they are able to do this within an environment that has been sensibly risk assessed. Staff are very positive role models, modelling respect for each other. Staff create an environment where everyone has respect for each other's differences and celebrates each other for who they are. Consequently, children display positive behaviour and have been involved in writing the behaviour rules for the pre-school, which include helping each other, sharing and saying 'sorry' and giving big hugs.

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

The safety and welfare of all children is a high priority for the staff and management of the pre-school. All staff, including managers, have a clear understanding of their responsibilities to meet the safeguarding and welfare requirements. Safeguarding policies and procedures are clearly written and staff have a clear knowledge and understanding of their roles and responsibilities in reporting any child protection concerns if necessary. This has been further enhanced by all staff having completed safeguarding training. Thorough risk assessments are undertaken to ensure that effective steps are taken to keep children safe, while not inhibiting their play. Security within the pre-school is good as external exits are kept locked to ensure unwanted visitors do not gain access or present a risk to children. Children are supervised at all times to further promote their safety. All staff have undergone relevant checking procedures to ensure their suitability and to ensure children's safety.

Staff professional development is prioritised and as a result, the pre-school retains qualified, skilled and experienced staff. Staff have regular opportunities to attend training in relation to their roles and responsibilities and all staff hold a current first aid certificate, in order that they have a clear understanding of the procedures to follow in the event of an accident or emergency. All required documentation is maintained to a professional standard. Clear and well-written policies and procedures, to ensure children's safety and well-being, underpin good practice and are shared with all staff and parents. Self-evaluation is a continual process that is engaged in by all involved in the pre-school, including children, parents, staff, committee members and managers. This ensures that improvements are targeted and are focused on aspects that will bring about the most impact for children. For example, children now have free-flow access to the stimulating outdoor area.

The manager fully understands the learning and development requirements of the Early Years Foundation Stage. She takes overall responsibility for overseeing the planning, observation and assessment process to ensure that it is effective in supporting children in progressing towards the early learning goals. The manager uses her knowledge,

experience and skills to lead the staff team, who regularly meet to discuss individual children's progress and day-to-day issues. Through supervisions and appraisals, staff are encouraged to reflect on their own practice and identify areas for improvement. The manager clearly recognises the strengths and skills of her team. However, she has not fully considered the value of implementing regular opportunities for peer observations, in order for staff to share their expertise and learn from each other through honest and critical reflection. All staff are motivated and fully committed to their work and this is reflected in their enthusiasm and the enjoyment they show in their roles.

Partnerships with parents are well established and parents provide positive feedback about the pre-school through the use of questionnaires and direct feedback. For example, parents' comment that the pre-school is 'small, friendly and welcoming' and refer to the good progress that their children are making in their learning and development. Parents are encouraged to attend the committee meetings to share their ideas and influence the future of the pre-school. The manager values parents' comments and following feedback from parents has also introduced a suggestions box as another way to gather parents views. Parents are provided with a wealth of information about the pre-school via newsletters, parents' noticeboards and the extremely attractive website that the manager has created. Staff understand the value of working alongside other professionals and arrangements are in place to work in partnership with other agencies, including the local nurseries and schools. Inclusive practice is fully embedded in practice and good partnerships with external services ensure that children with special educational needs and/or disabilities are provided with the necessary support.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY319844
<b>Local authority</b>	York
<b>Inspection number</b>	856912
<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>	22
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Little St. Mary's Preschool Playgroup Committee
<b>Date of previous inspection</b>	12/07/2011
<b>Telephone number</b>	01904 777 072

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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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