

North Cave Pre-school

Village Hall, Westgate, North Cave, Brough, North Humberside, HU15 2NJ

Inspection date	22/01/2014
Previous inspection date	23/05/2011

The quality and standards of the early years provision	This inspection:	2
	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		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

- The quality of teaching and learning is good, and planning is effectively linked to the observations and assessments that staff make, so activities are organised to respond to individual children's learning needs. As a result, they make good progress.
- Children are confident and happy in the setting. They relate very well to the staff and develop social skills as they learn to engage and play cooperatively.
- Children are well safeguarded in the setting as the staff have a clear understanding of their roles and responsibilities, minimising potential risks to children.
- Positive relationships with parents are developed through effective induction and frequent communication. Information is continually gathered and exchanged for the benefit of each child's continual care, learning and development.

It is not yet outstanding because

- There is scope to develop the outside environment for children to explore and experiment with a wider range of natural resources.

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 and the outside learning environment. A tour of the premises was completed.
- The inspector held meetings with the manager and talked with children and staff, including key persons, at appropriate times throughout the inspection.
The inspector looked at relevant documentation, including evidence of the staff and committee's suitability checks, the safeguarding documentation, children's observation and assessment, and planning records. Also, a representation of the setting's policies and procedures, and other documentation was seen.
- The inspector examined a sample of staff records, such as recruitment details, training and performance management information.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Carol-Anne Shaw

Full report

Information about the setting

North Cave Pre-school was registered in 1990 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Village Hall in North Cave, East Riding of Yorkshire. It is managed by a committee of volunteers and parents, with a manager responsible for the day-to-day operation of the provision. 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 four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, with one also having a foundation degree. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 3pm. Children attend for a variety of sessions. There are currently 17 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- enhance the already good outdoor area for children by creating further opportunities for them to use a wider range of natural resources, for example, by extending the wooden and natural resources for them to experiment and explore.

Inspection judgements

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

Staff have a good understanding of how children learn, and the quality of teaching and learning is good. They plan effectively for each child's individual learning needs, and seek good information from parents about children's starting points on entry to inform the assessment process from the very beginning. Key persons continue to make regular observations and assessments, identifying children's possible next stages of learning clearly. They share good information with parents and other providers who care for some of the children who attend, so that all can have a consistent approach in supporting children's individual development. Well-planned, stimulating activities motivate children to take part and to initiate their own learning through play; consequently, all children make good progress. Staff encourage children to make links in their learning. Staff extend children's awareness of growth through looking at books about caterpillars becoming butterflies, and children enjoy planting seeds and caring for plants. Children make good progress in their mathematical development through staff encouraging them to place things in order of size or make pictures from shapes. Children use numbers in their play. Staff encourage children to count how many numbers are on the dice as they play a game.

with spiders. When children play in the sand they talk about empty and full containers. Staff help children to complete jigsaw puzzles by encouraging them to match colours and shapes, or discussing where various picture parts go, such as a 'head at the top' and 'feet at the bottom'. They encourage children to describe how they will solve problems and to think of ways of doing things for themselves. Children's learning at home is supported as staff encourage children to take books home to share with parents. Staff work closely with parents and they meet to go through children's learning plans each half term.

Key persons track the development of individual children. There is good data collected by the staff to identify if specific groups of children are making less than expected progress. As a result, the staff are able to identify if there are any gaps in specific areas of learning that could be addressed in different ways to meet individual needs. Children develop good skills for their future learning. They are becoming confident to answer their names or speak in the small group at circle time. Staff demonstrate that they are listening to children, so children are eager to respond to questions and take part in discussions, knowing their contributions are valued. This encourages children to initiate or continue conversations with staff and their friends, talking about their family or their experiences. Play linked to the weather is provided to support understanding of changes in the seasons, and discussion provides opportunities for the children to talk about the snow and how they will make a snowman when the snow arrives.

Children learn to work well either together or independently. They are motivated to take part in activities, and through good support from staff, persevere with skills they find difficult. For example, when children struggle to use scissors, staff provide just the right level of support for them to succeed. Children are active learners, moving freely around the setting and selecting from a good range of resources and activities. They develop early writing skills as staff use highlighters, pens and pencils for children to write their name in the 'Rising Fives' group. Children use paint and different sized brushes in their creative work and learn that feathers can be used for making marks. Older children find their name and self-register, recognising their name card. Staff support the younger or less able children effectively by sounding out the letters. All these activities and routines help children gain useful and key skills for their eventual move to full-time education. Information for the progress check at age two is collated and this highlights any areas where children may need extra help. Staff recognise that some children may have additional needs, and effective planning is in place to support individual children with special educational needs and/or disabilities. Different strategies are used to support children's communication, and picture prompts are in place to support their understanding of the daily routine.

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

Children arrive at the setting happy and eager to get involved in the activities. They confidently separate from their parents or carers and develop secure attachments to the staff. This emotional attachment develops because staff support children in settling-in according to their individual needs. Parents comment positively on how this procedure enables both themselves and their children to feel secure. The effective key person system ensures each child has a special adult, who gives parents good information daily about

what their children have been doing. Staff ensure that they include all children and support individuals well if they find it hard to join in. For example, they inform the adult leading a group activity if they see a child appears eager to answer a question but not confident enough to put themselves forward. This sensitivity helps children gain confidence. Children are polite and demonstrate that they understand the expectations of the staff. They behave very well as staff re-direct any unwanted behaviour effectively and sensitively.

Staff plan stimulating, welcoming and well-resourced environments, both indoors and outside. These promote children's well-being, support them in becoming independent learners and stimulate their interest in learning. Staff prepare children well to be ready for when they move on to other settings or school, through promoting their skills and confidence. Staff deploy themselves well, informing each other if they have to leave the area, to ensure they always supervise children well and meet their individual needs.

Children develop a good understanding of safe and healthy practices. Staff remind them to have regular drinks of fresh water. Children have daily opportunities to be out outside and learn how to dress appropriately for the weather, putting on the wellingtons and coats. Visits, such as walks in the village and to school, promote children's awareness of safety relating to traffic and strangers. Younger children are beginning to use tissues to wipe their noses and understand how to prevent spreading germs. Staff observe children washing their hands to ensure they do so thoroughly, and children develop an understanding of why it is important to maintain good health.

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

The committee and the staff have a good understanding of the responsibilities in meeting the requirements for the Statutory framework for the Early Years Foundation Stage. Staff complete risk assessments to manage children's safety, fully aware of how to protect their welfare. Vigilant staff effectively monitor the arrival and departure of children. There is good support for staff development, and regular supervision and appraisal is in place and used to move forward the quality of learning and care. The setting implements peer observations as a means of evaluating practice and identifying areas where they can make further developments. Staff have opportunities to access training for their professional development, and the setting attends meetings to share best practice. Good recruitment and induction procedures are in place to ensure that staff have a strong awareness of their roles and responsibilities. The manager and staff identify their training needs, so that all staff continue to update and improve their knowledge to provide good outcomes for children. The ongoing action plans in place show that the staff team reflect on what they offer and continue to add new areas to develop, to keep making improvements to the provision and the outcomes for children. There is still scope to enhance the outdoor area with a wider range of wooden and natural resources. The recommendations from the last inspection have been fully completed. Reflective practice is in place and the setting has clear targets for further development.

Safeguarding is effective because the safeguarding and welfare requirements of the

Statutory framework for the Early Years Foundation Stage are fully understood by the management team and all the staff. Children are well protected in the setting. The staff are fully aware of their responsibilities to manage any safeguarding issues and the procedures they are required to follow, ensuring that relevant information is shared and children are safeguarded at all times. For example, staff know they need to immediately report any concerns that they have about the welfare of children or behaviour of staff and other adults on the premises.

Staff form effective partnerships with parents and with other providers that children attend. There are good systems in place to have an overview of each child's learning and identify any gaps in children's development. Staff complete the required progress check at age two and the Early Years Foundation Stage assessment for when children move on to school. They have opportunities to meet with other providers. This ensures that they have good information to promote children's learning and care needs. Written records include photographs, comments on children's characteristics of learning and the child's voice. Parents comment that they have regular discussions with their child's key person and receive regular written and verbal feedback on their child's learning and development progress. All staff, parents and children are included in evaluating the provision to ensure they meet the needs of their users. Staff use discussion and questionnaires to find out parents' opinions on specific areas of the provision. From this they have looked at different ways of providing information to parents about how they can support their child's learning at home. Through training and research, staff provide new resources to enhance children's learning. For example, they have reorganised the indoor and outdoor environment to better meet the needs of the younger two-year-olds now attending. This has resulted in gaining younger children's attention and interest to learn, which has had a particular positive impact on play and learning.

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

Unique reference number	314685
Local authority	East Riding of Yorkshire
Inspection number	876952
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	17
Name of provider	North Cave Pre-school Committee
Date of previous inspection	23/05/2011
Telephone number	07968 239303

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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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