

The Wolds Pre-School

Scout Hut, Burnby Lane, Pocklington, York, YO42 2QB

Inspection date	19/03/2014
Previous inspection date	10/11/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		3
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 requires improvement

- Parents contribute to assessments when their children start at the pre-school. They share information about their children's learning at home so practitioners can use this to plan for their next steps.
- Children form strong bonds with practitioners. Consequently, they are confident, happy learners who generally make appropriate progress in their learning and development.
- Practitioners are well trained in child protection matters, so they are well placed to safeguard children in their care.

It is not yet good because

- Practitioners are not always deployed well during group activities. As a result, children's learning is not as well supported as it might be.
- Performance management arrangements do not ensure that inconsistencies in practice are identified and that practitioners are supported effectively to improve.
- Not all required documentation is readily available for inspection, and self-evaluation does not identify all weaknesses in the provision or inform plans for improvement.
- The key person system does not consistently encourage parents to form strong partnerships with a consistent adult, so children's needs are met in the most appropriate way.

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 observed activities in the main hall and outdoor area.

The inspector held a meeting with the nominated person and talked with

- practitioners, volunteers and children at appropriate times throughout the inspection.

The inspector looked through relevant documentation including children's observation files, planning and assessment documents, practitioners' qualifications and training, a selection of policies and procedures and risk assessments, the pre-school's daily register, accident reporting procedure and action plan.

- The inspector took into account the views of parents and carers spoken to on the day and information given in thank you cards and letters.

Inspector

Jill Roberts

Full report

Information about the setting

The Wolds Pre-School is a privately owned provision, which operates from the Scout Hall close to the centre of Pocklington in the East Riding of Yorkshire. It was first established in 1979 and has been registered on the Early Years Register since 1981. Care is provided in one main area of the hall. Children have daily use of an enclosed outdoor area and also have use of the scout group's playing field for occasional play activities.

The pre-school operates each morning from Monday to Friday between the times of 9am and 12pm and on a Wednesday afternoon between 12pm and 3pm during term times. There are currently 26 children on roll within the early years age group. Three practitioners work directly with the children, one of whom is a qualified teacher. Practitioners are occasionally assisted by parents and grandparents who volunteer to help at some sessions. The setting is a member of the Pre-school Learning Alliance and receives support from the local authority.

What the setting needs to do to improve further

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

- implement arrangements to ensure that practitioners' performance is monitored to identify where practice needs improvement, and put in place arrangements to support, coach and train staff to drive improvement, particularly in the consistency of teaching
- ensure that all necessary documentation relating to practitioners' suitability and qualifications is readily available for inspection.

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

- review the arrangements for the deployment of practitioners, particularly at group times, so that children are consistently well supported in their learning
- build on the key person system to ensure that parents are encouraged to develop a good relationship with a specific adult, in order to meet children's needs in the most effective way

Inspection judgements

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

Practitioners understand how children learn and develop. They plan interesting activities, both indoors and outdoors, to stimulate children's interests and motivate them. During group time good teaching enthuses children's interest in numbers through songs and rhymes where they actively count, calculate and join in with fun actions to familiar songs, demonstrating good mathematical development. Children are happy and confident learners who make good progress towards the early learning goals. However, practitioners do not always use adult-led activities and daily routines, such as snack time, as opportunities to teach key skills in communication and language and develop children's personal, social and emotional skills. This is because the quality of teaching is inconsistent across the practitioners' team.

All practitioners have high expectations of children, and partnerships with parents are generally good. Parents contribute to assessments when children start in the setting and they support their children's learning at home through the ideas for activities that the practitioners provide. This generally strong partnership helps children to make appropriate progress, particularly in key early reading and mathematical skills, needed for their next stage in learning. Parents and children enjoy completing 'magic moment' observations at home, which they share with practitioners. These are added to children's learning records.

Children engage in a range of conversations with their friends and with practitioners during their play, supporting language development. Children talk freely about their interests to adults and what they are aiming to do and why. Adults support children's play and intervene sensitively. Outside, children use the hopscotch to count forwards. Practitioners build on this by encouraging them to count backwards as they hop back to the start.

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

Children arrive happily and quickly settle into their environment, which is safe and well resourced. New children are given time and space to explore their surroundings when they arrive, checking in with familiar adults as and when they need to. Parents feel supported when their children start in the setting and are confident that practitioners will promote their children's well-being. There is a key person system that effectively supports children and ensures their needs are generally well met. However, not all parents are consistently well informed about the key person system, which means that they are not as well supported as they might be, to develop strong links with a specific adult.

Children follow good hygiene practices, washing their hands after using the toilet and before mealtimes. They observe adults wiping tables clean before snack and lunch time. Snacks are healthy and water is available all day through a self-service system. Children manage their own needs and are confident to ask adults for help when they need it. Practitioners use opportunities at snack time to help children learn about the importance

of healthy lifestyles. For example, they discuss why eating fruit is good for you.

Children learn how to keep themselves and others safe as they use large play equipment to climb, and bounce on the trampoline. They use tools, such as scissors, correctly. Children generally behave well. However, the deployment of practitioners during some whole group activities is not sufficiently well considered to ensure that all children's attention is maintained and that behaviour remains at the usually good standard.

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

Practitioners are committed to safeguarding children and develop a good knowledge in this area through participation in local authority training. Practitioners are subject to checks to ensure they are safe to work with children. However, not all necessary documentation is readily available for inspection. This is a breach of requirements. Practitioners complete daily risk assessments to help make sure that the environment is safe and secure for the children.

Practitioners meet regularly to discuss observations, evaluate activities and plan for the next steps in children's learning. Assessments are generally accurate and provide a solid basis on which to plan for future learning, so gaps in achievement are suitably closing. Some arrangements for performance management are in place because there is an annual appraisal for each member of the team. However, the arrangements for monitoring the consistency and quality of teaching are not sufficiently robust to identify where improvements are needed, and arrangements for practitioners' development do not ensure that all team members receive the training they need to improve.

In most aspects, partnerships with parents are good. They are well informed about the provision and are involved in their children's progress. For example, they are encouraged to help out at the pre-school and regularly contribute to assessments by providing information about children's achievements at home. Practitioners respond positively to their suggestions. For example, they have provided a song book so parents can sing familiar songs with their children at home. Links with other professionals, such as the local authority, mean that children receive support to meet their additional needs.

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	314748
Local authority	East Riding of Yorkshire
Inspection number	847672
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	26
Name of provider	Elizabeth Pimm, Chris Cronin & Lesley Smith Partnership
Date of previous inspection	10/11/2009
Telephone number	01759 302328 or 07722 184 258

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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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