

Howden-Le-Wear Pre-School

Howden le Wear Primary School, School Street, Howden le Wear, Crook, County Durham, DL15 8HJ

Inspection date

24/04/2014

Previous inspection date

13/01/2009

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 1

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

- Leadership and management is strong and ensures that children are kept safe. Staff are supported to improve teaching and this means that educational programmes meet the needs of all children.
- Robust systems are in place to ensure all staff have a comprehensive understanding of child protection procedures. This ensures that children are safeguarded and very well protected at all times within the setting.
- Staff provide a wide range of good quality activities, which stimulate children's interest, encouraging them to explore and investigate freely, so they make good progress across all areas of learning.
- Partnerships with parents are well established to support children and ensure good quality information is shared to promote their learning and development successfully.

It is not yet outstanding because

- There is scope to develop the outdoor provision for mark making to extend children's learning and further develop their early writing skills at all times.
- On occasions, activities to promote children's understanding of mathematical concepts while playing outdoors are less well-planned for.

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 in the rooms used and the outdoor environment.
- The inspector looked at children's assessment files and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children.
- The inspector looked at the self-evaluation form.
- The inspector took account of the views of parents and grandparents spoken to on the day and from information included in the setting's own parents' evaluations.
- The inspector held a meeting with the responsible person, the manager of the provision and spoke to staff at suitable times throughout the inspection.

Inspector

Trish Potts

Full report

Information about the setting

Howden-le-Wear Pre-school was registered in 2008 on the Early Years Register and the compulsory and voluntary part of the Childcare Register. It is run by a company limited by guarantee comprising of staff and governors of the school. It is integrated within the reception classroom at Howden-le-Wear Primary school. The pre-school is also registered to provide out of school care. The pre-school provides sessions from 8.45am to 11.45am and from 12.15pm to 3.15pm, term time only. The pre-school provides afternoon sessions for two-year-olds in response to the needs of the local community. Sessions offered to parents are flexible to accommodate a range of needs and in addition to funded places, they can buy further sessions. There are 13 children on roll, all are in the early years age group. The nursery/early years unit is overseen by the reception teacher and employs one manager who holds a qualification at level 5 and one modern apprentice who holds a level 2. Other support staff within the school are available for staff cover when necessary.

What the setting needs to do to improve further

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

- extend opportunities for children to make marks in the outdoor environment, for example, by making it more inviting to them by resourcing with equipment, such as clipboards and writing materials across all areas of play
- strengthen opportunities for children to further develop their mathematical understanding in the outdoor area, for example, by introducing activities, which show how numbers and shapes can be used for a purpose.

Inspection judgements

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

The quality of teaching is good. The staff team demonstrate a secure knowledge of the Statutory framework for the Early Years Foundation Stage. Observation and planning is detailed and effective and enhances all areas of children's learning. The staff team know the children and plan for their needs very well. Staff provide a very stimulating and interesting environment for the children in their care, which means they are motivated and interested in their surroundings and the good activities on offer. All children, including those with special educational needs and/or disabilities, are well supported to make good progress considering their starting points. Activities are consistently planned with the needs of all children in mind, to effectively promote their learning and development in an exciting and challenging way.

Observation and assessment records show that children are making good progress in their

learning across all areas of development. The environment, both indoors and outdoors, invites exploration and investigation and this stimulates children's curiosity, encouraging a positive attitude to learning. Children have good opportunities to explore and use the wider outdoor area, within the school grounds, which enriches their experience of the natural world. However, there is scope to enhance mark making in the outdoor area for children to develop and enhance their early writing skills. Additionally, mathematical concepts are less well-planned for, to enable children to explore and experiment with numbers and shapes when playing outdoors. Staff provide a good balance of adult-led and child-initiated activities, which maximise opportunities for children to learn. As a result, children are prepared for their next stage of learning and school.

Partnership with parents is a key strength. Communication between staff and parents is well embedded and purposeful. Parents feel they know the staff team quite well and that they can approach them if needed. Parents and carers are well informed and welcomed in the setting. They have good opportunities to speak to staff on a daily basis as well as receiving newsletters on a weekly basis. The staff team use parents' knowledge and expertise to inform their planning for children and the value placed on their contribution is evident in children's development records. This ensures a cooperative approach to children's learning in the home and pre-school setting. Parents and carers are invited to take part in pre-school activities, such as trips and learning sessions held within the school. Parents' appreciate this involvement and comment, 'I came to a speech therapy class. My child did not need speech therapy but it was still good and gave useful hints and tips'. Additionally, this demonstrates the strong emphasis on developing skills in communication and language for all children.

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

The ability of the key person, the staff and planning of the setting to keep children safe, secure and promote their well-being is outstanding. Highly comprehensive policies and robust procedures are in place to inform practices, which keep children and adults safe and well. Staff members are exceptionally well informed and highly confident in the procedures they need to follow in the event of a concern. Robust risk assessments are in place and are carried out on a daily basis to minimise any risks to children. The key person ensures that the accident, incident and medication records are kept and shared with parents. This ensures a highly effective approach to the continuity of care for children. The pre-school team, through the key person, are fully committed to keeping children very safe and exceptionally happy. Additionally, children are encouraged to learn how to keep themselves safe and minimise risks as they visit the forest school outdoors. They are consistently encouraged to become as fully independent as possible, which enhances their self-esteem and confidence. The staff team are very positive, calm and consistent in their highly effective approach to managing behaviour, taking into account children's understanding and stage of development. Staff act as superb role models for children, treating them with respect and modelling exceptionally good manners. Consequently, children's behaviour is exemplary, recognising boundaries and positively responding to expectations. The mixed age grouping means that children are familiar with older children and other members of staff within the early years team. As a consequence, children are much more comfortable with the transition from pre-school to the reception class.

The staff team continually promote children's good health, well-being and superb self-confidence. Examples of children's work are expertly displayed all around the setting. This helps to provide a highly welcoming environment, shows children their work is exceptionally valued, which promotes their self-esteem and helps to develop a real sense of belonging for them. Children have free access to the outdoor area each day, enabling them to be physically active and benefit from the fresh air. Staff teach them about healthy eating and they are provided with healthy snacks and drinks each day. Staff promote children's developing understanding of effective hygiene practices by encouraging and talking to them about why they need to wash their hands after using the toilet and before eating.

Children are taught the importance of caring for other people as well as the wider living world. For example, they are encouraged to show interest in and to care for plants and insects in the environment, as well as showing respect for other living things. An ongoing project about Ghana, gives children knowledge of how other people and animals live in the wider world. This project the children find interesting and exciting as they look at photographs and talk about the other children, where they live and what they do. This helps them to appreciate and understand their own place in the world.

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

Leadership and management is strong and very supportive of the pre-school setting. Robust systems are in place to ensure everyone who works with children are safe and suitably qualified to do so. Strong, detailed policies inform procedures, which enhance the safety and well-being of children and staff members alike. All policies are available to parents, which helps them to understand the responsibilities of the setting to meet children's overall needs. Individual members of the team are well qualified and are encouraged to continue with their professional development and update training on a regular basis. Students and trainees are also offered development opportunities. For example, the setting employs a modern apprentice who is included in all staff training opportunities. As a result, the staff team feel valued and respected and continual professional development enhances their care and learning of children, so they can make even better progress.

The management team demonstrates a good understanding of their responsibility to ensure that the setting meets the safeguarding and welfare requirements and learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Performance monitoring ensures the good quality of teaching is maintained to enhance children's learning. Links between pre-school and home are strong. Parents and staff have good communication links, which sets a good example for children and encourages cooperative working. This encourages parents to support the work going on in pre-school and to promote a consistent approach to learning at home. This cooperative working demonstrates to children the trust between the adults involved in their learning at pre-school and their home. The key person has extensive knowledge of each child in their care and is extremely sensitive to children's needs.

Good links with other agencies ensures children and families are fully supported. For those children whom have special educational needs and/or disabilities, close working with other agencies means they are provided with the necessary support. The staff team work alongside other professionals to ensure planning for individual children meets their needs effectively. Agencies are consulted to help provide parental advice. For example, a speech and language service was welcomed into the setting to deliver a training course for parents and children. Parents' comment that it provided them with good hints and tips to help their children with their communication and language skills. Self-evaluation is carried out regularly and helps the setting to identify areas for improvement and set targeted plans to address any weaknesses. Staff appraisals and performance monitoring ensures that the setting is continually developing. This helps the team to identify strengths within the setting and any areas, which may be developed further.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY376769
Local authority	Durham
Inspection number	858396
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	13
Name of provider	Howden-Le-Wear Pre-School Limited
Date of previous inspection	13/01/2009
Telephone number	01388763287

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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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