

Bishop Monkton Pre-School

Bishop Monkton C of E Primary School, St. Johns Road, Bishop Monkton, Harrogate, North Yorkshire, HG3 3QW

Inspection date

14/07/2014

Previous inspection date

17/03/2009

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

1

| | |
|--|---|
| 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 | 3 |
| The effectiveness of the leadership and management of the early years provision | 4 |

The quality and standards of the early years provision

This provision is inadequate

- The committee do not have a robust knowledge and understanding of their legal responsibilities, such as, informing Ofsted about the appointment of a new manager.
- Contingency staffing arrangements do not always ensure the qualification requirements of the Early Years Foundation Stage are met at all times.
- There is scope to extend the resources available in the 'home corner' role play area, to enhance children's imaginative play.

It has the following strengths

- The staff provide a very stimulating and exciting learning environment. They work closely with parents and a wide range of agencies to ensure all children and their families are welcomed and fully included.
- Children make very good progress because the staff have a very good understanding of the learning and development requirements of the Early Years Foundation Stage and implement these effectively.

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 taking place in both of the playroom and the outdoor play area.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector took account of the views of parents through discussion and completed questionnaires.
- The inspector held meetings with the manager and spoke to staff members during the inspection.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's action plans.

Inspector

Vivienne Dempsey

Full report

Information about the setting

The Bishop Monkton Pre-School was registered in 2004 and is on the Early Years Register. It is situated in the grounds of Bishop Monkton Church of England Primary School. It is managed by Bishop Monkton Pre-school voluntary committee. The pre-school serves the local area and is accessible to all children. It employs five members of childcare staff. Of these, four hold appropriate early years qualifications, including one with Early Years Professional Status. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 3.30pm. Children attend for a variety of sessions. There are currently 38 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop and implement effective contingency procedures to ensure the qualification requirements of the Early Years Foundation Stage are met at all times.

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

- develop the role play area further to enable children to take on and rehearse new and familiar roles, for example, by extending resources, particularly in the 'home corner'.

Inspection judgements

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

Staff have a very good understanding of the learning and development requirements within the Early Years Foundation Stage. They recognise how children learn through play and implement planned and stimulating experiences based on individual children's interests. As a result, children make very good progress in all areas of learning. Their progress is closely monitored by the key person and this means that they have a good understanding of the children, which ensures they are supported effectively. Children's progress and observations of their learning are recorded on an online system and parents are able to make contributions and send postcards of progress at home. In addition, indepth daily discussions ensure they are fully involved in their child's learning. Children also take home activity bags and books to share with their parents to further extend their language and learning. Summaries of children's learning and the progress check for

children between the ages of two and three years are completed regularly and shared with parents and relevant agencies. This helps to further promote children's learning. Observations by staff of each other's practice help staff identify additional ways of extending children's learning and to develop their own skills and practice. Although, staff qualification requirements were not met for a very short period of time during the inspection, this has little impact on children's learning and development as planning and staffs' understanding of how children learn, is effective and robust.

Children thoroughly enjoy exploring the outdoor environment and the natural world around them. They are very excited when they find they have a visitor in their 'bug hotel' and staff encourage children to use reference books to research their find. This helps to develop their understanding of the world around them and supports them to develop their literacy skills, knowing that books can relay information to enhance their knowledge. Staff use information gathered from parents about children's interests to develop the resources available. They use children's interest in mud and building sites to create a mud kitchen and builders yard. Children have great fun using the cement mixer to mix sand and water to make 'cement' and with great skill and concentration use tools and bricks to build walls. This demonstrates how staff effectively use children's interests to further extend and challenge children's learning and development. Children's communication and language skills are developing well, this is because the staff successfully implements initiatives, such as the 'Every child a talker' programme. Staff use a relevant tracking tool to ensure children are making very good progress. They also work closely with parents and the speech and language team to ensure gaps are closed and children and families receive the support they need. A parent comments that, 'The key person has attended speech and language appointments with us because I was nervous'. They also state that, 'Staff are very supportive and absolutely brilliant'. Staff help develop children's awareness of number names and counting during everyday activities. For example, they encourage children to count how many steps it takes to get to the top of the 'tyre tower' before they jump off.

Staff work closely with the adjoining school. They share the large outdoor climbing area and regularly join in with activities and events, for example, celebrating global events, such as, the Tour De France, the World Cup and the Commonwealth games. Children also visit their new teacher regularly and staff share children's learning journals and tracking sheets, to ensure continuity in children's learning. This prepares children very well for their transition to school and the next stage in their learning and development.

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

The key-person system is effective; this helps children to feel secure in the setting and mostly promotes their well-being very well. However, the staff qualification requirements are not met at all times, which does not fully ensure the high quality of care is consistently promoted at all times. Children are observed to be very happy and enjoy their time in the pre-school. The environment is friendly, warm and welcoming and resources are easily accessible in low-level storage units. The baskets are labelled to support children in making their independent choices. Children confidently navigate around the setting, freely choosing how and with what they would like to play. The main playroom has areas of learning, such as, the cosy book corner, water, sand and a role play area. However, the

resources in the 'home corner' role play are not always as accessible and do not fully support children to take on and rehearse new and familiar roles in this area.

Children are encouraged to be physically active daily and thoroughly enjoy exploring the outdoor area. They skilfully navigate bikes and scooters carefully avoiding other children and obstacles. They follow daily routines and are beginning to understand the positive contributions these have on their health, such as, washing their hands before snack and after messy play. Children are encouraged to develop their self-care skills as they practise putting on their physical education kits, promoting their independence ready for school. Children have a good awareness of how to keep themselves safe in an emergency because they practise fire evacuation procedures regularly. A wide range of information is gathered from parents and a range of agencies about their children's individual needs. Staff use this information well to ensure parents requests, children's routines and needs are fully met. They demonstrate a calm and consistent approach to their work and they act as good role models for the children. The children are well behaved and staff praise them for sharing and taking turns with peers.

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

The inspection was prioritised following concerns being raised about the ratio and qualifications requirements not being met. The inspection found that records for staff and children clearly demonstrate that ratios are maintained at all times. However, contingency plans to cover staffs unexpected sick leave or other absences are not robust enough to ensure staffing qualification requirements are met at all times. However, this occurred on the day of inspection for only for a very short period of time. There was no further evidence found that this is a reoccurring issue. The inspection also found that the management committee do not have a robust knowledge and understanding of all their legal responsibilities. For example, they have not informed Ofsted in a timely manner of the appointment of a new manager. However, they have ensured the new manager has the relevant qualifications and experience and is suitable to fulfil this role. For example, a Disclosure and Barring Service check has been obtained, and the reference number and the date of issue is recorded. The new manager is also well-qualified, holding Early Years Professional Status. She has a very good understanding of the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. Staff have completed safeguarding training and demonstrate a good understanding of their responsibilities for protecting children. All the required records are in place and readily available for inspection. Risk assessment procedures are effective in minimising hazards both indoors and outdoors. Consequently, children play and learn in a safe and secure environment.

Staff have a very good understanding of the educational programmes and robust systems are in place to observe, assess and monitor children's progress. They are committed to providing high quality learning and development opportunities for all children to promote their very good progress. This helps to prepare children to move on to the next stage in their learning. Staff recognise the importance of professional development and work closely with the local authority advisors to develop action plans to identify priorities for

improvement. Recommendations from the last inspection have been implemented and consequently, staff demonstrate the capacity to improve.

Parents spoken to on the day of the inspection are very happy with the care their children receive. They describe the staff as being very supportive and feel their children have made good progress, particularly developing their confidence, speech and language, since starting at the pre-school. Effective partnerships with the adjoining school are in place and the pre-school staff work well with other agencies, such as speech and language therapist, to ensure children and parents get the help and support they need.

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 | EY292951 |
| Local authority | North Yorkshire |
| Inspection number | 981340 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 20 |
| Number of children on roll | 38 |
| Name of provider | Bishop Monkton Pre-School Committee |
| Date of previous inspection | 17/03/2009 |
| Telephone number | 01765 677598 |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

