

Whitecliffe Two Year Old Provision

Whitecliffe Primary School, Carlin How, SALTBURN BY THE SEA, TS13 4AD

Inspection date

04/09/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 small and friendly staff team know the children well. This is combined with a wide range of stimulating activities to support children to make good progress in their learning and development.
- Children's personal, social and emotional development is promoted well and their behaviour is good. This is because activities continually promote their independence, curiosity and enjoyment.
- The setting works very closely with parents to engage them in their child's learning both in the nursery and at home. As a result, parents and staff work together well to plan and meet children's individual and specific needs.
- Children are effectively safeguarded because staff have had suitable checks completed and have a good understanding of their role in keeping children safe from harm.

It is not yet outstanding because

- Occasionally, staff do not give children sufficient time to think about their responses, in order to develop their critical thinking skills.

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 the nursery room and the outdoor play area.
- The inspector looked at a sample of children's assessment records and the planning documentation and conducted a joint observation with the manager.
- 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 and children during the inspection.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and the provider's self-evaluation form.

Inspector

Julie Morrison

Full report

Information about the setting

Whitecliffe Two Year Old Provision was registered in 2014 and is managed by the school's governing body. It operates from Whitecliffe Primary School in Saltburn by the Sea. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week from 12.15pm until 3.15pm, term time only. Children attend for a variety of sessions. Children are cared for in one room and have access to an enclosed outdoor play area. There are currently eight children on roll, all of whom are in the early years age range. The nursery receives funding for the provision of free early education for two-year-old children. There are currently three members of staff working with the children, two of whom have an appropriate early years qualification at level 3. The manager holds Qualified Teacher Status. The nursery receives support from the local authority. The nursery is registered on the Early Years Register.

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 develop their critical thinking skills by, for example, giving them time to think about their responses to open-ended questions posed by staff.

Inspection judgements

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

Children are supported by a small and friendly staff team, who have a secure understanding of the learning and development requirements of the Early Years Foundation Stage. This means that they build a strong base from which children learn. The setting implements an effective key-person system and as a result, the staff know the children well. They work very closely with parents from the start, for example, going on home visits so that they can obtain detailed information about children's interests and what they can do. This information is used effectively alongside initial observations by the key person to assess children's starting points in learning. Ongoing observations of children's learning are linked to the areas of learning and show which developmental bands children are working in. In addition, staff carry out half termly assessments of children's progress, including the progress check for children aged between two and three years. This allows staff to accurately track children's progress and identify any gaps in their learning. Staff clearly know children well; they talk confidently about their interests and their next steps in learning and plan a good range of challenging and enjoyable experiences for them. As a result, children show good levels of independence and confidence in the setting. This supports them to make good progress in their learning and to demonstrate the key skills they need to move on to the next stage in their learning.

The quality of teaching is good. Staff give high priority to developing children's communication and language skills. They introduce descriptive words, such as big, little, high and low into children's play and reinforce words through modelling and repetition. For example, as children select coloured paper, the staff comment, 'you have picked the green paper' and give children praise when they repeat the colour. Staff make good use of singing rhymes to further support children's language skills. Circle time is used effectively and appropriately, taking into account the age of the children so that it does not go on for too long. Children show they are confident in the setting as they choose what songs they would like to sing, enthusiastically saying, 'again, again!' Children have good opportunities to problem solve through access to a wide range of open-ended resources. For example, they play in the water, trying to fill different size containers with scoops, and they make models of people using building bricks. However, staff sometimes give children insufficient time to think about and respond to their questions, which means that they do not always make the most of opportunities to develop children's critical thinking skills.

Children's early mathematical skills are promoted through everyday activities with the staff. For example, staff encourage the children to count how many children are present and support them to understand concepts, such as 'more' when other children join in. Children have access to a good range of resources to support their understanding of weights and measures. For example, they play with tape measures and scales and talk about who is the biggest. Staff engage well with the children, joining in with their play and extending activities to support their learning. For example, as children role play a trip to the hospital, staff provide pens and paper and encourage the children to make notes about what is wrong with them. This supports children's early mark-making skills well. Children show their interest in books as they select them independently and spend time looking at them. This further supports their literacy skills. Although the setting has only been operating for a short period of time, effective strategies have been introduced to engage parents in their child's learning. Parents have access to their child's learning file which includes photographs of their children's learning, and they are actively encouraged to talk informally to their child's key person on a daily basis. Staff help parents to support their child's learning at home, as they provide useful tips on how to extend children's language and they have a small library section so that parents can borrow books to read to their children at home. Parents clearly value the daily opportunities to share information. They comment on how pleased they are with the progress their children are making. The effective sharing of information means that a complete picture of children's learning and development is obtained.

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

Children settle well at the friendly and welcoming setting because staff are warm and sensitive to their needs. This is evident as they skilfully distract new children while parents leave, for example, asking the children to help them with jobs; 'let's get busy' the staff enthuse. As a result, children remain happy and settled throughout the day, confidently approaching staff for support and asking them to join in with their play. This demonstrates that children feel safe and secure. The key-person system works well and staff work closely with parents to ensure that children have their individual needs met well. For example, home visits ensure that staff understand children's preferences and they are

aware of any dietary or medical needs. This is combined with effective settling-in sessions to help children to get to know staff and supports the smooth move from home into the nursery. Consequently, children's personal, social and emotional development is supported well. The move for children from the two-year-olds' provision into the school nursery is seamless. This is because they are already familiar with the room and the staff. In addition, staff sensitively encourage children to develop their self-care skills, for example, they try to put on their own aprons and pour their own drinks at snack time. This supports children's personal development and helps to prepare them for the next stage in their learning at school.

Children are kept safe in the setting because staff are deployed well, supervising children at all times and being aware of any dangers to children. For example, the space is laid out so that younger children cannot access smaller resources, which are used by the older children in the nursery. Children develop an awareness of safety, as staff give them gentle reminders as they play. For example, staff talk to them about not picking up chairs because they might hurt someone. Children respond well to messages of safety and adapt their behaviour accordingly. Staff speak to children appropriately and expectations of good behaviour are modelled to them. As a result, children's behaviour is good and they are developing key skills, such as sharing, and are developing respectful relationships towards their peers.

Children have ample space to play and explore in the welcoming and well-organised setting. A wide range of age-appropriate resources are stored at children's level, enabling them to make independent choices about their play. Children self-register on arrival by selecting and displaying their photograph. In addition, the walls display colourful examples of the children's work. This promotes children's self-esteem and their sense of belonging at the setting. Children enjoy being outdoors and their physical development is further extended as they have daily opportunities to be physically active and exuberant in the fresh air. Children enjoy healthy snacks of fresh fruit, which they peel themselves. In addition, consistent daily routines, such as washing their hands before eating and talking about which foods make them strong, helps children to begin to understand about healthy lifestyles.

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

Children's safety and welfare are promoted well. The premises are secure and there are robust procedures in place for staff recruitment and induction, which are overseen by the school's governing body. All staff have had suitability checks carried out and understand their role in protecting children from harm. They know how to respond to possible signs of abuse and are aware of procedures to take should they have any concerns about a child's well-being. Children are further protected as staff carry out ongoing risk assessments, to ensure all areas of the premises are safe and suitable for children. The manager has a good understanding of her responsibility for meeting the safeguarding and welfare requirements. All required documentation is in place, up to date and well maintained. For example, staff keep accurate records of accidents and of medication and first-aid treatments administered to children. This further safeguards children. In addition, all staff

hold an appropriate first-aid qualification. This means that any accidents can be managed quickly and appropriately.

The manager is very new to her post. However, she demonstrates a positive attitude towards building on the setting's already established systems, to enable staff to reflect on their practice, develop their skills and discuss any issues they may have concerning individual children's development or well-being. This includes regular staff meetings, personal development days and performance management reviews. In addition, staff are required to reflect on their learning following training and to identify areas to develop in their practice. For example, following training on working with two year olds, staff reviewed and changed some of their resources. The manager has a good understanding of her role in monitoring the delivery of the educational programmes and assessing children's progress to identify gaps in their learning or in staff's performance. The staff team work closely with the nominated person and staff at the school to evaluate the quality of practice and the provision. This includes obtaining feedback from parents through completed questionnaires. As a result, areas for improvement have been clearly identified to ensure the setting continually maintains and improves the care and learning it provides for children.

Partnerships with parents are good. The manager and staff team demonstrate a willingness to engage with all parents and provide support to address individual circumstances. Information is shared on a daily basis regarding children's care and well-being and staff ensure parents receive key messages regarding their children's welfare. The staff and manager demonstrate a positive attitude to promoting equality of opportunity for all children. They demonstrate a genuine commitment to working with other professionals, such as speech and language workers and social workers to ensure that children's individual needs are met very well. This ensures that all children and parents get the help and support they need to address their individual needs and circumstances.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY474959
Local authority	Redcar & Cleveland
Inspection number	960780
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	8
Number of children on roll	8
Name of provider	Whitecliffe Primary School
Date of previous inspection	not applicable
Telephone number	01287 640414

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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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Piccadilly Gate
Store St
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M1 2WD

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