

Cliffe Pre School

Main Street, Cliffe, SELBY, North Yorkshire, YO8 6NN

Inspection date

11/09/2014

Previous inspection date

11/03/2014

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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

- Stimulating activities and resources, along with good quality teaching practice, support children to become motivated learners. Consequently, all children are making good progress.
- Staff are caring and thoughtful individuals who nurture the children well. This enables children to grow in confidence and become enthusiastic young learners who behave well.
- Leadership and management are good. The manager is proactive in monitoring and evaluating staff practice and performance. She has implemented a successful improvement plan which has led to significant improvements throughout the pre-school.
- Children are very well safeguarded in the nursery as the premises are secure, and effective safeguarding arrangements are implemented by staff to protect children.
- Staff work effectively with parents and keep them well informed, therefore, helping to ensure children's care and learning needs are successfully addressed.

It is not yet outstanding because

- Staff do not maximise every opportunity to encourage more able children to write for a specific purpose.
- Staff do not always ensure that the role play area is equipped with real life resources that enable children to take on and rehearse new and familiar roles.

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 throughout the pre-school in both indoor and outdoor spaces.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the pre-school manager, staff and children throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualification of practitioners working with children, and the provider's self-evaluation.
- The inspector carried out a joint observation with the pre-school manager.

Inspector

Janet Fairhurst

Full report

Information about the setting

Cliffe Pre School registered in 2010 on the Early Years Register. It is located in the village of Cliffe, on the outskirts of Selby, North Yorkshire. The pre-school serves the immediate locality and also the surrounding areas. Children attend for a variety of sessions. The committee run pre-school operates from a purpose-built cabin, which provides a main playroom, an office, a kitchen area, and toilet facilities. Children have access to an enclosed outdoor play area. The pre-school is accessed by the front door via a small ramp. The pre-school opens five days a week from 9.15am until 3.15pm, term time only. There are currently 18 children attending in the early years age range. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. The pre-school employs six members of childcare staff. Of these, one holds Early Years Teacher status and one is a qualified teacher; one holds level 6, one is qualified at level 3 and two are unqualified. The pre-school receives support from the local authority.

What the setting needs to do to improve further

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

- enhance learning and challenge for older children, especially in developing early writing skills by, providing more opportunities for children to write for a purpose, for example, encouraging them to write their own name on their work, and 'write' their own stories and read them to adults and other children
- build on the existing learning experiences for children to further use their imagination in the role play area, by providing real life resources to enable them to take on and rehearse new and familiar roles.

Inspection judgements

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

Staff are very enthusiastic about their work and ensure that children enjoy a range of interesting and challenging experiences. Activities cover the seven areas of learning and are carefully planned to support children's interests and learning preferences. Staff check thoroughly what children can do when they join the pre-school including using information from parents about children's likes and dislikes. This means staff have an informed base on which to start their assessment and record of children's progress. Each key person takes great care to watch carefully and notice what interests children. These sharply-focused observations are then used to plan activities that are relevant and meaningful so that the children are stimulated and challenged appropriately. Consequently, children are well prepared for the next stage in their learning and the move on to school. All children have an individual learning journal files which gives a detailed account of the good

progress that they make. This information, alongside very good staff knowledge of children, informs a summary of learning and is linked to the guidance document, early years outcomes. This is tracked over time to demonstrate progress. Parents are kept well informed about their child's progress. An ongoing dialogue on learning and development is maintained, leading to improved achievement for children. Parents are encouraged to share example of their child's learning at home, and contribute to their child's learning journey to enable them to be fully involved in their learning.

The quality of teaching is good. For example, as a group of children play with the wooden train track, the staff's intervention and good questioning develops their speaking and listening skills very effectively. Much cooperation and collaboration was evident as the member of staff expertly developed thinking skills by asking open-ended questions. Staff are adept at making sure that all children are given the opportunity to join in with discussions and respond to the skilful questions that they ask. Children are also encouraged to chat together as they play. This supports their social skills as well as further developing their speaking and listening skills. In addition, opportunities were not missed by staff to reinforce and develop mathematical skills as they enthusiastically encouraged children to count out how many trains they have, and recognise colour, shape and size. All children explore volume and capacity as they fill and empty containers while playing in sand and water. Children complete a range of puzzles depending on their ability and build using a wide range of construction bricks. Staff ask careful questions which encourage children to explain what they already know. In this way, staff can be sure what is needed next to move children on to the next stage in their understanding. Children's personal, social and emotional development is strength and provides them with a very good range of skills for their future education. For example, children freely select toys and resources and make choices about whether to play indoors or outdoors.

Children show an interest in books and they listen to stories with increasing attention and recall. Most children are able to recognise their own names and this is reinforced through the use of name cards that the children select for themselves at the start of each session. While all children have a wide range of materials and tools to write with and regularly observe staff writing, more able children have few occasions to write for a purpose. For example, staff do not always encourage this group of children to record their own name on their work, or to make books that they can read to adults or each other. Thus helping to build an even stronger foundation for early reading and writing. Children express their creativity well through their paintings and music making. However, staff do not always ensure that the home role-play area is well resourced. For example, there are no real life resources to enable children to rehearse new and familiar roles that help them to make sense of the world around them. Children learn about the natural world and are given lots of opportunities to examine objects and living things to find out more about them. For example, they have created a mini beast garden where they have made bug hotels, and turned an unused outdoor area into a mud kitchen. All children benefit greatly from the strong focus on play and learning in the outdoor environment. Children show enthusiasm and excitement during outdoor play. They are encouraged and supported to enhance their physical skills, while playing in a safe way as they climb, crawl, run and practise their balancing skills. For example, children gain lots of confidence as they are sensitively supported to practise walking using stilts.

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

Settling-in procedures to prepare children before they come to pre-school are thorough and well organised. Parents and carers, as a result, feel that their children are well prepared for pre-school. Added to which, they are made to feel welcome at the start and end of each session which helps staff build on the already strong links they have with the parents and carers of the children. As a result, children quickly become confident about separating from their parents and feel safe and secure in the pre-school. Staff gather detailed information from parents about their child's development, daily routines and interests. This means that children's needs are met from the outset as staff have a good understanding of each child's individual needs. Children have plenty of space to play and move freely because indoor and outdoor space is organised effectively. The pre-school is set up to enable the children to explore and investigate their surroundings. Low-level units enable children to self-select activities and resources, promoting their independence and decision-making skills from an early age. Children behave very well. This is because staff are good role models and utilise a range of successfully strategies. For example, staff acknowledge children's acts of kindness and helpfulness using the 'kindness tree'. Here they encourage children to hang a leaf on the tree to celebrate their positive behaviour. This enthuses children, and as a result, children take turns, share toys and play harmoniously. They are kind and helpful, readily assisting with different tasks, such as tidying away toys. Consequently, children are motivated to co-operate and achieve.

Children's welfare is promoted well and they benefit from good levels of supervision and attention provided by the staff. The outdoor area, with its exciting equipment and imaginative layout, encourages children to spend time outdoors. This means children enjoy the fresh air and expend their energy, thus promoting their health and well-being very effectively. Children attend to their own self-care needs and are encouraged to develop their independence through routine activities. For example, children are learning to pour their own drinks and clear away their own plates at snack time. Children enjoy good conversation at snack times. This helps them to understand the importance of a healthy diet as staff encourage discussions about foods that are healthy and those which are not. As a result, children learn the importance of making healthy choices. Staff teach children to be aware of the safety procedures in place. For instance, they are sensitively reminded to walk when inside and to think why they must not throw toys. Under very close guidance staff provide children with ongoing opportunities for taking calculated risks. For example, when rolling down the grassy slopes, or when practising new skills, such as walking on slits. This ensures that children develop a keen understanding of potential dangers and of their own limitations.

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

The new pre-school manager has a good understanding of her responsibilities in meeting the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. She ensures all staff have a comprehensive knowledge of safeguarding and that they implement policies and procedures effectively. For example, they know what action to take if they have concerns about a child and know to contact the manager, as the designated person for safeguarding. The manager ensures that staff are deployed effectively according to qualifications and experience. This ensures children are kept fully protected and safe at all times. Robust recruitment and vetting systems ensure all adults working with children are suitable to do so. Comprehensive induction and mentoring arrangements, together with clear written policies and procedures, further protect children and ensure they enjoy their learning experience and grow in confidence. All areas accessed by children are monitored well and are free from hazards. This is because effective risk assessments are carried out by staff both inside and outside the pre-school and when children are taken on visits.

The manager provides strong leadership. Self-evaluation is thorough and is carried out in conjunction with detailed action plans that have been devised through partnership work with local authority advisers. All staff have been actively involved in the process and this has brought both enthusiasm and purpose to their work. As a team they have worked hard to make the necessary improvement to the setting. For example, they have successfully addressed all previous actions and recommendations. A comprehensive review of roles and responsibilities has resulted in greater clarity so that all staff understand what is expected of them. The committee and staff are fully involved in the development of future plans and the constant discussion about practice means that they have developed a shared view of how they want the pre-school to be. The manager has liaised closely with the early years advisor to develop staff practice and raise the quality of teaching. She now closely monitors staff practice through regular peer observations and provides staff with the support to help develop their understanding of good practice. As a result, the quality of teaching has significantly improved since the last inspection.

Planning and assessment are now closely monitored by the manager so that any gaps in achievement can be highlighted and appropriate intervention can be planned. This means that individual children or groups of children are very well supported. Consequently, children make good progress towards the early learning goals. A performance management system has been established which includes regular supervision meetings between the manager and staff. This provides them with good opportunities to discuss training needs, key children and general performance management issues. In addition, constant discussion about practice and a very supportive approach to development mean that significant improvements have been made to the quality of teaching and learning. This is particularly evident in the way that staff check children's progress and make plans for future learning. Targets are set for all staff that are very tightly focused on bringing about the developments that the pre-school has prioritised. The partnership with parents and carers is good. It is effectively enhanced and supported because relationships between staff and parents and carers are friendly and relaxed. A wealth of valuable information is shared with parents and carers, via notice boards and discussions. Key persons speak to parents on a daily basis to make sure they are fully informed of the activities children have enjoyed. Parents are extremely appreciative of the pre-school and feel well informed about its work, especially through the continuous opportunities to check

on their children's progress. They also comment on the vast improvements that they have seen over the last few months. Partnerships with the local school are strong and as a result, precise information about children's progress is shared. Children get to know school staff well because established arrangements are in place for them to visit the school on a weekly basis to participate in many of the activities. This makes the move into school a natural progression that children readily accept.

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	EY412145
Local authority	North Yorkshire
Inspection number	968601
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	14
Number of children on roll	18
Name of provider	Cliffe Pre-School Committee
Date of previous inspection	11/03/2014
Telephone number	01757630930

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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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