

Newport Pre-School Group

Recreational Hall, Main Road, Newport, North Humberside, HU15 2PP

Inspection date

18/09/2014

Previous inspection date

09/11/2009

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 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

- As part of their teaching, staff adapt activities and play experiences so that children of different ages and abilities learn and make progress. This shows their good understanding of child development.
- A strong key-person system is in place, resulting in all children forming close attachments to their special person. This helps children to feel emotionally secure and safe and so are able to relate well to other children and staff members.
- Strong partnerships with parents exist through a mutual sharing of information and a close working partnership. This keeps them informed and involved in their children's learning.
- Effective systems are established to ensure the safeguarding of children and the performance of staff remain at a high level. This is because the quality of their work is regularly monitored by the manager.

It is not yet outstanding because

- Children do not always have the opportunity to move freely between the inside and outdoors, or get involved in a wide range of outside learning experiences that enhance and extend those that already take place inside.
- The range of visitors that are invited to the pre-school to talk to the children, and the places that children visit in the local community, sometimes lack the frequency and variety needed to fully enrich children's learning.

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 pre-school manager provided the inspector with a tour of the setting.
- The inspector spoke to children, staff and parents.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector carried out an observation of outdoor activities with the pre-school manager.
- The inspector looked at a sample of children's assessment files, planning documentation, the centre's policies and procedures and other records.

Inspector

Jackie Phillips

Full report

Information about the setting

Newport Pre-School Group registered in 1987 and is on the Early Years Register. It is run by a voluntary committee made up of parents, and operates from two rooms in Newport Memorial Hall in Newport in the East Riding of Yorkshire. Children have access to an enclosed outdoor play area. There are currently 35 children on roll, all of whom are in the early years age range. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. It receives funding for the provision of free early education for two-, three- and four-year-olds. The pre-school is open each weekday from 9.15am to 12.15pm during term time only. There are seven members of staff. Of these, three hold qualifications at level 3 and one holds level 2. Fish are kept at pets. 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:

- review the arrangements for outside play, so that children are frequently encouraged to move more freely between the indoor and outdoor areas, in order to enhance and extend their learning
- enrich children's learning experiences by building upon the range of visitors invited to the pre-school to share their knowledge, skills and talents with the children, and by extending the variety of outings that take place to local places of interest.

Inspection judgements

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

Children are provided with a broad and interesting range of activities that motivate and inspire them to learn. Staff are fully aware of adapting different play experiences to meet the learning needs of individual children and children of different ages. This shows their good understanding of child development. For example, they recognise the need to change and alter the activities so that all children can take part, despite the differences between age and ability. This shows that staff understand the need to support the youngest children to learn, practise, repeat and refine a number of skills while they offer older children sufficient challenge to keep them motivated, stimulated and interested. Staff have a secure knowledge and understanding of how to promote the learning and development of young children. They know that children learn best when they are active and fully involved in their learning, and that each child's learning journey is one that is personal and unique. As a result, children make good progress in their learning.

The planning of activities is based strongly on staff exploring and exploiting children's

interests. They do this by observing children, talking to them and working closely with their parents. In addition, staff provide activities that introduce children to new experiences, such as taking them out for walks in the local community and inviting visitors into the pre-school to share their experiences with the children. In the past, children have seen a newborn lamb that has been taken into the pre-school. These opportunities help children to learn from real, first-hand experiences as opposed to relying on toys, books and games. However, the range of visitors that are invited to meet the children in the pre-school, and the different places in the community that they can access, are not yet planned frequently enough or used to best effect to enrich learning further, and so strengthen and broaden children's experiences. Staff know the children very well and find out about them from their parents, so they are able to meet children's individual learning needs. Staff are confident and enthusiastic to share their ideas with parents so that children's learning can be continued at home. For example, they use 'home books' to allow parents to gain the information they need to be involved in and contribute to children's learning. Staff work closely with parents to ensure that children receive the support they need, particularly if there are any potential barriers to learning, such as communication, speech or language difficulties. This means children are helped to overcome any problems, so that learning and progress continue and children are well prepared for their future learning, including at school.

Children enter the pre-school confidently and they are very familiar with the routine. This shows they feel content and happy to be there. They meet as a group at the beginning of the session, which helps them to form relationships and learn from each other. Staff use this time very well to engage children in lively conversations and discussions about a wide range of topics. They introduce the children to counting activities and encourage each one to respond to their name by speaking out aloud in front of everyone at registration time. Children find their written name card to put into the 'post box', helping them to develop early reading skills. This type of activity helps children to be comfortable with joining other children as part of a group and to develop their confidence to speak, listen and look. It develops children's self-assurance and helps them in preparation for their more formal learning at school. Children show high levels of concentration and perseverance as they play. They enthusiastically get involved in a wide range of activities and are not afraid to seek adult help when needed. Staff are skilful at knowing when to involve themselves in children's play or when to step back to observe. This means they are always close by to offer help and support when needed, but understand the value of letting children make their own discoveries. Staff are very willing to get down to be at children's level so they can make good eye contact with them.

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

Warm, caring and friendly relationships are clearly evident between staff and children. Staff make it a priority to know all children very well. A strong key-person system is in place, resulting in all children forming close attachments to their special person. Because children feel emotionally secure they relate well to other children and staff members. Transition arrangements for children are well thought through. For example, new children and their parents are welcome to stay and play at the pre-school before they start. This helps them to familiarise themselves with the new environment and supports the transfer

of information between staff and parents. Good transition planning continues as the eldest children prepare for their move into school. Teachers are invited to visit children in the pre-school, and staff take children regularly into the school to help them to be familiar with the environment. Good arrangements are in place to help children to be emotionally well prepared for school and provide teachers with the information they need to get to know the children and their starting points quickly.

The pre-school is well equipped and staff make sure that children have access to many of the toys and resources, so they are able to make choices for themselves. There are many attractive posters around the pre-school that provide children with information. For example, they see pictures of disabled children and children from different backgrounds. Children have use of an enclosed outdoor play area which fully supports their physical skills and which they use at pre-set times. However, they do not always have the opportunity to move freely between the inside and outdoors of the pre-school according to their choice, and consequently, outdoor play experiences do not always fully enhance, extend and consolidate the diverse range of learning that takes place inside. There is a range of toys and equipment offered that provides varying degrees of challenge for children to master so that they learn, understand and recognise their individual capabilities. For example, children learn how to use scissors correctly and safely and how to negotiate the climbing and balancing equipment. This provides children with the opportunity to manage low-level risk within a safe, well-supervised environment so that they to begin to understand how to keep themselves safe and protected. Children are busy, well occupied and engaged and, as a result, their behaviour is good. They are well supported to learn to work and play with other children, share the resources, tidy up after themselves and take turns. This is of great benefit for children in preparation for their school learning and building relationships as part of their social development.

Children are provided with healthy choices from the range of fresh fruit, vegetables and other good food choices available at the mid-morning snack table. Parents contribute to this by providing fruit and vegetables so they know their children are choosing food that is low in salt, fat and sugar each day at the pre-school. Children are involved at snack time by serving themselves and making independent choices about what they would like to eat and drink. During the routine, children learn how to keep their hands clean, use the bathroom and change into outdoor shoes and clothing as part of their self-care skills. This helps children to grow in confidence and independence in managing their own personal care needs and in learning how to keep themselves healthy and become self-reliant.

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

Staff fully understand their responsibilities to keep children safe and well protected. They know the action to take if they have any concerns about a child's welfare or well-being, and they understand who to report any concerns to. The staff have worked together for a long period of time, so the team is very well established. Nevertheless, there is a thorough process in place for the recruitment, appointment and induction of any new staff members. The pre-school is safe and secure, which contributes effectively to how children are protected. Parents spoken to during the inspection confirmed that when they leave

their children at the pre-school they know that they are 'happy and safe'. This is very reassuring for parents. There is a strong commitment towards staff's continual professional development. This includes a rolling programme of first aid, safeguarding and food safety training, which means staff keep these vital skills and their qualifications regularly updated. The manager is keen for unqualified staff members to proceed on to a programme of professional development, which will mean all members of the team will be appropriately qualified. The pre-school team are secure in their knowledge and understanding of their responsibilities towards meeting the safeguarding and welfare requirements of the Early Years Foundation Stage.

Effective systems are established to ensure the performance of staff remains at a high level. This is because the quality of their professional working practice is regularly monitored by the manager. Face-to-face appraisals and supervisions take place to enable the manager to gain a clear picture of the quality of each member of staff's work and determine a route for their continual professional development. This makes sure that staff are well supported to improve their knowledge, understanding and practice. Staff are regularly involved in team meetings, which enables everyone to join together to discuss any relevant issues and to update their knowledge and share the same information. The manager works closely alongside her team to offer support and guidance, in order to improve and develop childcare practice. All staff contribute towards the planning of the activity programme, with a good level of focus placed on supporting the learning and development of individual key children or groups of children. This helps to shape and guide the planning of the varied activities and ensures the educational programme helps all children make good progress in their personal journey towards the early learning goals.

Strong partnerships with parents exist. This is because they are kept extremely well informed and involved. Parents confirm that they feel they are kept up to date about their children's progress and that staff regularly talk to them about any other information that they need to know. Parents' opinions are regularly sought, which contributes towards the pre-school's plans for improvement. Partnerships with other providers are good, particularly with the primary school next door where the majority of children move on to. Staff work conscientiously to make contact with other schools and providers that are known to have links with children in the pre-school. This shows a firm commitment by the pre-school staff to work with others, to ensure children's individual needs are met. The recommendations raised at the last inspection have been well addressed and the manager and staff have a clear vision for the improvement and further development of the pre-school.

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	314683
Local authority	East Riding of Yorkshire
Inspection number	868254
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	35
Name of provider	Newport Pre-School Group Committee
Date of previous inspection	09/11/2009
Telephone number	07732271751

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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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