

Eastburn Pre School

Main Road, Eastburn, Keighley, West Yorkshire, BD20 7SJ

Inspection date

19/09/2014

Previous inspection date

05/05/2010

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

- Teaching is good and as a result, children are motivated to learn. Staff are skilled in providing for children's individual needs, ensuring that every child makes good progress from their starting points.
- Children are settled and content because all staff provide a caring and nurturing environment that promotes children's emotional well-being effectively.
- Children are safeguarded and fully protected from harm. This is because all staff have been checked and are suitable to work with children and fully understand their role and responsibility in protecting them.
- Children's needs are quickly identified and very well met through the robust and effective partnerships between parents and external agencies and services.

It is not yet outstanding because

- There is room to increase children's awareness of numbers within the environment, to further extend their mathematical skills.
- Systems for monitoring the quality of teaching are not used to their very optimum to enable staff to share positive practice, for example, by completing peer observations.

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 playroom and the outside play area.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the nursery and a range of other documentation.
- The inspector held a meeting with the manager and spoke with staff and children throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Sian Campbell

Full report

Information about the setting

Eastburn Pre School was registered in 1978 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a committee. Children have use of one main room within Eastburn Methodist Hall, near Keighley in West Yorkshire. An additional room is used regularly for quiet activities. Children have access to an enclosed area for outdoor play. There are currently 17 children on roll in the early years age range. The pre-school receives funding for the provision of free early education for three- and four-year-old children. The pre-school is open each morning, except Tuesdays, from 9.10am to 11.45am. The pre-school is also open on Monday and Wednesday afternoons from 1pm to 3.30pm. The sessions are held during term time only. Five staff are employed on a full- and part-time basis. The majority of the staff team hold relevant early years qualifications. They have close links with the local primary schools and receive regular support from the Pre-school Learning Alliance and 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 the environment to include more opportunities for children to access, see and make use of numbers, in order to build on their mathematical skills through everyday activities
- develop the existing systems for monitoring the quality of staff performance by including peer observation, in order to build on the modelling of good teaching practice.

Inspection judgements

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

Children are happy and settled in this friendly, welcoming pre-school. Staff have a good knowledge and understanding of the Early Years Foundation Stage and as a result, children are well supported in their learning and development. Before children start at the pre-school, staff obtain information from parents about their preferences and capabilities. Staff also carry out initial assessments by observing children when they first start to attend. This information is then used to plan for children's starting points. Consequently, children settle well into the pre-school and are provided with activities that interest them from the start. Planning is good and based on the individual needs and interests of children. Observation, assessment and planning systems are effectively in place and cover all seven areas of learning. Staff are fully committed to planning for children's next steps, in order to challenge them and help them to make good progress in their development. Subsequently, all children are making good progress given their starting points. They

develop positive dispositions, which lay the foundation for becoming lifelong successful learners. Generally, staff support children well as they play. They sit alongside them in the main room to roll out play dough and investigate shapes using cutters. They engage in open-ended questioning to support the communication and language development of children. Staff ensure that they are always at the child's level and take time to talk with them. For example, staff encourage and talk to children as they role play making porridge in 'The three bears kitchen'. Staff extend children's vocabulary and share their own experience of cooking porridge. Consequently, children are supported to develop their imagination as well as their understanding of traditional stories.

Staff are motivated and committed to ensure each child is offered appropriate care and supported effectively throughout their time at the pre-school. As a result, children feel happy, settled and make good progress in their learning and development. They are interested and enthusiastic in their play. Each child has their own development file as well as a 'time to share' book. Both documents are shared with parents regularly to help them to understand how well their child is progressing. Activities and ideas are shared between the key person and parents, encouraging them to build upon experiences in the pre-school. Sharing books are provided for children to take home and read with their families. This enables parents to be actively involved and continue their child's learning experiences at home. Parents are enthusiastic about their children's progress. Children are active learners. They are self-motivated and play with their chosen toys and activities effectively, showing a developing level of independence. Children engage well in creative play. For example, they thoroughly enjoy investigating their own faces using a mirror. Skilled staff then support children to create self-portraits. They enthusiastically describe their hair colour and count their eyes, ears and teeth. Throughout the activity, children are talking to staff about what they are doing. However, there is scope to develop the environment to ensure children are able to see and recognise numbers to develop further their mathematical skills.

There is a good balance of play both inside and outside. Children particularly enjoy playing with coloured water and drain pipes, in the outdoor area. Staff engage them as they explore the movement of the water through the different pipes. They provide a range of activities for individual children. For example, children learn how to negotiate space by controlling wheeled vehicles and running. This helps to enhance children's physical skills while enjoying the fresh air. Inside, children build with construction sets and play imaginatively with the small world resources. They are engrossed as they play with cars on a road mat and staff provide additional resources to extend their interest and play.

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

Children settle quickly because staff provide toys and resources that they know the children enjoy playing with, while meeting their care and learning needs. Children form warm and secure attachments with their key person and other staff and they are happy and engaged in their play. This helps to promote their emotional well-being. Parents are kept up to date with their child's progress and care needs. This is successfully achieved by daily discussions and access to their child's 'time to share' book, with opportunities to

contribute to recording information about their child. The pre-school has developed good links with the local schools and they liaise with Reception staff to support children emotionally as they move into school.

Staff promote healthy lifestyles because they plan daily activities that promote healthy eating, drinking and regular physical exercise. They ensure that all children have daily access to fresh air. Staff support children to select the equipment they would like to use outside, promoting independence. Children know the routine and wash their hands before sitting together for a snack. They develop a range of skills, which helps to promote their understanding of personal hygiene and self-care. Children sit in small groups and enjoy healthy snacks. They take turns to prepare and serve snacks to their peers. Children talk amongst themselves, promoting their socialising skills very well. Staff sit with children at snack time to help them to develop an understanding of the importance of healthy eating by talking about the food they are eating.

Children play in a calm, relaxed environment and show consideration for one another. Children's behaviour is good because staff constantly praise their efforts and promote positive reinforcement of clear rules and boundaries. This promotes children's self-confidence and self-esteem. Children play and learn in a safe environment, as staff complete daily safety checks of the indoor and outdoor play areas. Staff deploy themselves very well within the indoor and outdoor environments, to ensure that children are supervised and kept safe. Staff follow effective procedures to deal with any accidents appropriately. Robust medication procedures are in place to help staff ensure children are kept protected. All information is recorded and shared with parents in a confidential way.

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

Children are safeguarded through the implementation of good practices and procedures, which underpin the consistent approach and practice. An extensive range of policies and procedures successfully underpin daily practice and regular reviews of these are carried out. Detailed risk assessments for all areas of the building, the outdoor area and resources are completed to identify and minimise risks. Accurate accident records and procedures for reviewing these are implemented and contribute well to ensuring children's safety remains paramount. Robust recruitment and vetting systems ensure that all adults working with children are suitable to do so. Strong partnerships with a wide range of professionals has enabled practitioners to implement the Early Years Foundation Stage with confidence. As a result, they have a good understanding of the learning and development requirements and how to effectively monitor all children's skills, abilities and progress.

The pre-school is managed well. The manager oversees the staff team to ensure all requirements of the Early Years Foundation Stage are met. Planning, teaching and children's files are monitored mostly well to ensure high level interactions and evidence is recorded. However, systems to monitor the effectiveness of teaching are not robust as they do not enable staff to consider and share examples of each other's practice, for example, by completing peer reviews. The manager uses a clear process of self-evaluation

to monitor the effectiveness of the pre-school's practices and procedures. Parents and staff contribute to this process. This provides a good overview of the whole provision and leads to the identification of clear targets requiring further improvement. Staff supervision and appraisals are well embedded. They are used well to recognise strengths and to identify any specific training needs for individual staff or for the team as a whole.

Very good partnerships between parents, external agencies and other providers are evident and well established. These contribute to meeting children's individual needs effectively. Effective communication systems ensure that parents are kept fully informed of their children's progress. The manager produces regular newsletters to share information with parents. She is keen to set up a pre-school website. Individual planning for children's development is shared with parents and appropriate professionals, if required. As a result, there is consistent, secure support for children and their needs are very well met.

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. 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	301943
Local authority	Bradford
Inspection number	871687
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	17
Name of provider	Eastburn Pre School Committee
Date of previous inspection	05/05/2010
Telephone number	07931 318406

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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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