

Oxenhope Under Fives Pre-School

Community Centre, Oxenhope, KEIGHLEY, West Yorkshire, BD22 9LY

Inspection date	16/10/2014
Previous inspection date	23/05/2014

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

- The quality of teaching in the setting is good. Planned activities take into account children's interests and next steps in learning. As a result, children make good progress as they engage in purposeful learning experiences.
- Children are very happy and settled. Staff have developed close attachments with children, which promotes their emotional well-being well.
- Staff have a sound knowledge and understanding of how to effectively safeguard children. Comprehensive policies and procedures underpin safeguarding practice.
- Leadership is good. Systems for self-evaluation are robust and effectively identify the priorities for improvement, so improving outcomes for children.

It is not yet outstanding because

- Staff do not always maximise the already good sharing of information, so that parents can contribute to children's learning journals to enable them to support children's learning to the very optimum.
- Children have access to fewer stimulating resources to enhance their exploration of similarities and differences in other's cultures and backgrounds.
- Children are provided with fewer opportunities to explore the natural world, to further enhance their understanding of the world around them, specifically in the outdoor area.

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 in the indoor and outside learning environment.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector sampled children's progress records, planning and a range of documentation, including the safeguarding policy, accident and medication records.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector held meetings with the manager of the provision and spoke to staff throughout the inspection when appropriate.

Inspector

Amanda Forrest

Full report

Information about the setting

Oxenhope Under Fives Pre-School was established in 1973 and is on the Early Years Register. It is situated in the community centre in Oxenhope, near Keighley, West Yorkshire, and is jointly managed by the staff and a committee. The pre-school serves the local area and is accessible to all children. It operates from the large hall and also has the use of a small room, kitchen and toilet facilities. There is an enclosed area available for outdoor play. The pre-school employs seven members of childcare staff, including the manager. Of these, the majority of staff hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 12 noon. Children attend for a variety of sessions. There are currently 29 children on roll who are in the early years age group. The pre-school receives funding for the provision of free early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- maximise opportunities to engage parents fully in their children's development, by seeking their comments about children's learning at home more frequently, acknowledging the contribution this makes to children's all round progress
- provide a highly stimulating environment with child-accessible resources that help children to learn about the differences between themselves, their families and others in the community
- enhance the outdoor area so that it provides children with further opportunities to explore the natural world, for example, by developing children's interest in gardening so they learn about living things and how to tend to plants, grow vegetables and recognise insects seen when outdoors.

Inspection judgements

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

The quality of teaching is good in the pre-school. Staff have a good knowledge of the Early Years Foundation Stage and the seven areas of learning. They know the children in their care well and place a strong emphasis on play and having fun with them. For example, the staff get down to the children's level and become engrossed in their activity as they play and explore the sounds that a selection of musical instruments make. The team use a highly effective individual planning cycle, which is firmly rooted in observation,

assessment and follows children's developing interests. For example, a current film fascinates several children, so the staff have embraced this theme and have changed the role play area to an ice place. In addition, they have introduced shiny objects to heuristic play and introduced ice to challenge children's thinking and understanding of freezing water. As a result, children engage and concentrate on each activity for a very long time. Individual learning files are in place for all children and these include observations and assessments of their progress. However, there are fewer opportunities for parents to share what they know their child can do at home in order for the staff to use this information to contribute to the day to day planning and further support the next steps in children's learning. The staff have a good understanding of their responsibility in completing the progress check for children between the ages of two and three years and this is shared with parents.

Children are confident communicators. Staff use communication techniques, such as picture cards, sign language and mind maps, well to promote children's understanding of the routine and spoken language. Staff skilfully support children with special educational needs and/or disability to communicate. This approach means that the pre-school staff promote inclusion well for children. The setting provides a stimulating and welcoming environment to support children's all-round development. Staff make thorough and effective use of the available resources. However, the free-choice play sessions do not always offer as many learning opportunities for children to further promote their understanding of diversity, or deepened knowledge of cultural backgrounds and disabilities. For example, there are few related resources, such as for role play to support children's understanding of the differences between themselves, their families, and others in the community around them. Nevertheless, positive staff interaction helps to develop children's confidence and self-esteem extremely well.

Staff are calm and enthusiastic when they interact with children and join in with their play. This approach, and the interesting experiences offered, means that children are highly stimulated and enjoy playing alongside the staff. Staff provide children with good opportunities to develop hand-eye coordination, which children thoroughly enjoy. Staff recognise the importance of these for underpinning children's early writing skills in readiness for the next stage of learning. Children explore different creative materials, using glue and collage materials and paint with their fingers and sponges. They relish mixing colours together, delighting in the new colours created. Staff listen attentively to children and follow their interests, and extend their learning. For example, children decided they would like to add paint to their cornflour play. Staff used this chance to talk to the children about the different colours made in the cornflour after they had added paint, introducing words such as colourful and slimy. This shows the staff team's ability to seize spontaneous learning opportunities to promote language development develops across the different areas of learning. Children play indoors and outdoors, moving between the different areas confidently and freely. However, the outdoor area does not always provide opportunities for children to explore the natural world. For example, through activities, such as gardening, planting seeds and discussing the insects that they find when playing. Overall, children gain necessary skills ready for the move to school, as a result of the staff team's good teaching.

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

Staff have good understanding of children's individual needs. They gather useful information from parents when children first join the pre-school, and use this to support and settle children. Children have visits to the pre-school before they start to attend and parents are welcomed to stay during this time. This caring approach enables children to feel emotionally secure quickly when they start. Children have strong relationships with their key-person, staff and each other. They play well together and are confident in their communication with staff. Children are involved in routines such as tidying up and taught to keep environments clean and tidy. Staff provide resources at children's height in labelled drawers and boxes so children can choose what they want to play with. This independence supports children well as they prepare to move on to school.

Children behave well. They understand the routines of their day and staff expectations. Staff give them reminders to, 'use walking feet indoors and quiet voices' and children respond appropriately. Staff teach children to develop good personal skills as part of a healthy lifestyle. They learn how to help themselves to a suitable amount of food. When eating snack, children know to wait their turn and sit down with their friends. Children understand the importance of taking turns. For example, they take turns to talk and pour their own drinks. This routine promotes their respect for one another, while enhancing their self-esteem as they do things for themselves. It shows staff have high expectations of what children can achieve. In addition, staff promote children's good health well, always taking their dietary needs, allergies and preferences fully into account. Staff sit with the children at snack time, acting as good role models, as they demonstrate social skills and create a warm, pleasant occasion. Staff chat with children about what they have been doing and what they would like to do later. Children have daily access to the fresh air to promote exercise and fitness. In addition, children learn to take risks in a safe environment. For example, as they climb and balance on the blocks and manoeuvre the bikes outside. Staff also teach children when to wash their hands, such as before they eat and after using the toilet.

Staff promote safety procedures effectively. They follow these well to promote children's safety and well-being. For example, staff encouraged parents to sign their children in and out, and they supervise the entrance at drop off and collection time carefully to ensure only authorised persons collect children. This attention means staff keep children safe. There are clear risk assessment systems that cover the pre-school, indoors and outdoors. Staff are deployed effectively, which means that children are well supervised.

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

Since the last inspection and monitoring visits, the manager and the staff team have shown a clear determination to improve the pre-school for children and parents. The manager and all members of the team have received bespoke training provided by the local authority, in relation to implementing effective skills in observation, planning and assessment. As a result, staff are supporting children to make good progress in their

learning and development. In addition, advice and support has been sought from environmental health with regard to the hygiene of the premises and the manager has now implemented a thorough cleaning routine. There is a strong emphasis on safeguarding throughout the setting. All staff are confident and have a secure knowledge of their roles and responsibilities with regard to safeguarding children and know how to report any concerns appropriately if required. Practice is underpinned with a clear and detailed policy, including reference to the use of mobile phones, cameras and how to manage behaviour effectively in the setting. The manager implements a comprehensive recruitment, vetting and induction process to ensure the suitability of all staff working with children and regularly review staff's continued suitability. The staff team implement health and safety arrangements and complete regular risk assessments to monitor and evaluate safety procedures. In addition, the premises are kept safe, external gates are locked to ensure children are unable to leave, and regular headcounts mean that all children are accounted for at all times. Good procedures are in place for administering medication and dealing with any accidents or incidents, and staff hold relevant first-aid qualifications. Consequently, children's safety and well-being are well promoted as they play in a safe and secure environment.

All staff benefit from effective regular supervision from the manager to identify future training needs and to monitor the quality of their work. Staff attend regular meetings where they discuss new targets and ideas for improvements to drive practice forward. The manager checks staff knowledge of existing policies and procedures, to ensure this is current and consistent across the team. The learning and development programme is closely monitored and evaluated to ensure all areas of learning are covered effectively, and that the individual needs of the children are met, to quickly close any gaps in progress. Assessment is sharply focused and includes contributions of outside professionals. Staff fully understand, and are confident, about the need to work in partnership with specialist professionals to support children with special educational needs. This means that individual targets for children are appropriate, and that children receive all the support they need to make progress.

Self-evaluation is a key feature of the pre-school's strategy to drive improvement and to rapidly make changes. It identifies areas for development accurately in relation to all aspects of the provision. The views of parents, children and staff, form part of the process. This approach ensures that everyone has a clear understanding of the strengths of the provision and is involved in the identification of areas for development. Partnerships with parents promote a joint approach to meeting children's individual needs. As a result, continuity between home and the setting is supported effectively.

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	301974
Local authority	Bradford
Inspection number	978273
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	29
Name of provider	Oxenhope Under Fives Pre-School Committee
Date of previous inspection	23/05/2014
Telephone number	07851 702 283

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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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