

West Cliff Pre-School Group Limited

c/o West Cliff Primary School, Church Square, Whitby, North Yorkshire, YO21 3EG

Inspection date	22/10/2014
Previous inspection date	04/02/2009

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

- The quality of teaching is consistently good. As a result, children make good progress in relation to their starting points, including those children who speak English as an additional language.
- Children show readiness for school. This is because staff successfully use opportunities during planned and self-chosen play to develop children's skills in literacy and numeracy.
- Children are happy and settled at the pre-school. They develop secure bonds and grow in confidence because staff are kind, caring and supportive towards them.
- The manager and staff team have a thorough understanding of the safeguarding and welfare requirements. Therefore, children are kept safe and are protected from harm.

It is not yet outstanding because

- The outdoor learning environment is not used to best effect to maximise children's learning opportunities and enrich their experiences.
- The manager has not yet fully maximised the systems for performance management. Staff do not frequently share their knowledge and expertise with each other, in order to build on their already good practice so that children make the best possible progress.

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 experiences for children in both the indoor and outdoor learning environments.
- The inspector looked at children's learning journeys and planning documentation.
- The inspector held a meeting with the manager and spoke to staff throughout the inspection.
- The inspector checked the evidence of suitability and qualifications of staff working with children.
- The inspector spoke to a number of parents/carers on the day and their views were taken into account.
- The inspector conducted a joint observation with the manager and checked the self-evaluation evidence.

Inspector

Michelle Lorains

Full report

Information about the setting

West Cliff Pre-School Group Limited was registered in 1983 and is on the Early Years Register. It is situated in a classroom in the grounds of West Cliff Primary School, in Whitby and is privately owned. The pre-school serves the local area and is accessible to all children. It operates from one room and there is an enclosed area available for outdoor play. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, including one with an early years degree. The pre-school opens Monday to Friday, term time only. Sessions are from 8.45am to 2.45pm. Children attend for a variety of sessions. There are currently 29 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance the outdoor area in order to maximise learning opportunities for children and enrich their experiences

- sharpen further the focus on systems for performance management, for example, through more precisely evaluating the impact of peer observations, in sharing staff's expert knowledge and very good practice, so that children make the best possible progress.

Inspection judgements

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

Children make good progress in relation to their starting points, including those who speak English as an additional language. This because of the strong focus on the acquisition of language skills. For example, children enjoy circle time each morning where they get to tell their 'news'. Staff use this opportunity to model language and ask open questions which encourages children to extend their vocabulary. Children delight in holding 'Dave' the dog to take their turn speaking and staff sit around the circle to support children to listen actively. The quality of teaching is consistently good and staff understand how children learn through play and exploration. There is an appropriate balance of child-led and adult-initiated experiences, which means children benefit from making decisions about their own learning. Consequently, they are engaged in experiences for persisted lengths of time and persevere to learn new skills. For example, children enjoy developing large physical skills using the slide and balancing beams indoors while others sit with staff to play imaginatively with small world resources.

Older children show readiness for school because staff use every opportunity to develop their literacy and numeracy skills. As a result, children are confident to use positional language, such as, 'in front' and 'behind', they can count confidently past ten and recognise shapes in the environment. Children enjoy story time and staff encourage them to choose their favourite book and join in with words they know. There are established links with the local school and children benefit from continuity of learning as staff understand the importance of sharing information about children's progress. The pre-school supports children who speak English as an additional language and staff have attended training in order to fully meet all children's needs.

Assessments of children's progress are precise. Staff effectively gather information of children across all seven areas of learning using 'post-it' observations which are then used to inform planning. Consequently, all children make good progress across the seven areas of learning, and their next steps are sharply focused on the areas where they need the most support or challenge. Parents are involved in children's learning and staff support them to extend this at home. For example, staff provide parents with a written summary of children's progress when they are aged between two and three years, along with their learning journey, so they can make contributions.

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

Children have secure bonds with all staff; consequently, they develop confidence and have high levels of self-esteem. Staff are supportive, kind and caring towards children. For example, they encourage them to be kind and respectful towards each other and support them to manage their feelings appropriately. Children benefit from clear and consistent boundaries. Staff are good role models for children and teach them good manners, such as, saying 'please' and 'thank you'. As a result, behaviour is consistently very good and children are polite and respectful. Staff use group times to support children's personal, social and emotional development. For example, children get to know each other at circle time and they share the All about me information collected from parents. This helps them to feel valued as individuals and also part of the group, which has a positive impact on their emotional well-being. Children develop an understanding of how to keep themselves safe and manage appropriate risks for themselves. For example, staff remind children to take care on the slide in the indoor environment and encourage them to count how many children are able to use it at one time.

Staff support children to make healthy choices as they develop their understanding of what contributes to a healthy lifestyle. For example, children are encouraged to join in with exercises and wash their hands before lunch. Parents are encouraged to bring healthy food in children's packed lunches and staff introduce a new fruit each day. Staff support children to develop independence and self-help skills. For example, children access their own coats from low hooks and pour themselves a drink if they become thirsty outdoors. During snack time a 'helping hand' card is given to a child on each table, and they are responsible for giving out cups and handing out the snack. Resources are well-kept and are all accessible to children. Indoors, the environment is stimulating and interesting for children as it covers the seven areas of learning in depth and breadth.

However, this is not reflected in the outside area, as there are fewer opportunities for children to maximise learning opportunities and enrich their experiences.

Settling-in procedures are robust and children benefit from introductory visits which enable staff to get to know them in order to meet their needs. The key-person system is well-embedded and staff wear colour coded tabards to represent their key group. The colour theme follows through into lunchtime and children sit together with their peers and key person. As a result, children know who to go to if they feel unhappy or need help. The key-person system promotes partnership working with parents as they regularly exchange information about children's home life and experiences. This is achieved through daily conversations at the beginning and end of the session, which promotes continuity of care for children. Children are well prepared for their move on from the pre-school to school. They have conversations with staff, have the opportunity to meet their new teachers and also use the toilets within school. During transition visits, children benefit from seeing familiar faces as some staff at the pre-school also have positions within the school.

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

The manager and staff team have a thorough understanding of the safeguarding and welfare requirements. For example, staff are aware of how to record and report concerns about children's welfare and the manager ensures all staff have Disclosure and Barring Service checks. As a result, children are well protected from harm. There are robust risk assessments in place and the manager has implemented a health and safety check for children to complete. This has helped to reduce the number of accidents in different areas of the pre-school and supports children to learn how to keep themselves safe. The manager shares information with parents in relation to the policies, procedures and mission statement of the pre-school. This supports parent's understanding of how the pre-school operates and outlines children as staff's priority. All staff hold current paediatric first-aid certificates, which means they are able to deal with medical emergencies swiftly and appropriately.

Since the last inspection, the manager and staff team have worked hard to develop the self-evaluation to monitor new initiatives and the progress of cohorts of children. This has been very effective and has enabled staff to identify groups of children who had gaps in their learning. For example, the manager has accessed Every Child A Talker training, in order to focus on children's language development. The manager monitors the educational programme to ensure all children make good progress, and as a result, all children make good progress across all seven areas of learning. The outdoor area has been developed, however, this still needs further work to ensure children and staff are able to make best use of it as a learning environment. Staff benefit from working with managers who are committed to improving outcomes for children through clear drive and enthusiasm. Peer observations are sometimes used to monitor the quality of teaching and more experienced staff model good practice throughout the day. However, the manager has not yet fully considered all ways to share and model best practice, for example, through evaluating the use of peer observations, to enrich practice and continually develop staff's knowledge so that children make the best possible progress.

There are effective partnerships in place with other settings children attend and information is shared to promote continuity of care and learning for children. The pre-school has links with the local authority and other networks where they can access specialist support, such as speech and language therapists, if necessary. Therefore, staff are able to meet all children's needs. Staff obtain feedback from parents through questionnaires to make changes to the pre-school. For example, there is now a key-person list on the wall so parents are able to clearly see who to go to for information. Parents speak positively about the pre-school and say they feel welcomed and involved in their child's learning. The development of speech, language and confidence is identified as a key strength and parents are very happy with the progress their children have made.

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	400362
Local authority	North Yorkshire
Inspection number	868867
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	29
Name of provider	West Cliff Pre-School Group Limited
Date of previous inspection	04/02/2009
Telephone number	07904196425

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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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