

Beck Community Pre-School Group

Beck Community Centre, Esthwaite Avenue, Kendal, Cumbria, LA9 7NZ

Inspection date	01/12/2014
Previous inspection date	05/10/2011

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 good. Staff make the most of opportunities to promote children's learning through play. As a result, children are interested, motivated and enthusiastic in all that they do and, therefore, make good progress in relation to their starting points.
- Children form positive relationships and close attachments to their key person through the care and support they receive when settling-in to the pre-school. As a result, their emotional well-being is fostered.
- A high priority is given to safeguarding children and protecting them from harm. This is evident through effective practices that successfully promote children's well-being and safety.

It is not yet outstanding because

- Strategies to encourage parents to share information and promote children's learning at home are not always successful. As a result, staff do not have a full and clear picture of what children do at home, to inform their planning.
- There are further opportunities for staff to continue to help children extend their understanding of difference and diversity and to support their knowledge and understanding of the world around them.

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 completed a tour of the premises.
- The inspector observed children playing in the pre-school room and the outdoor play areas.
- The inspector held discussions with the manager, the staff and the children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents of the early years children.
- The inspector looked at children's assessment records, the planning documentation, accident records and the systems for the monitoring of children's progress.
- The inspector observed the deployment of staff and the supervision of children when playing indoors and outside.
- The inspector checked evidence of the suitability and the qualifications of staff working with children, the policies and procedures for the pre-school, and the documented self-evaluation systems that support the service.

Inspector

Carys Millican

Full report

Information about the setting

Beck Community Pre-school Group was registered in 1996 is on the Early Years Register. It is managed by a voluntary committee and operates from Beck Community Centre, in Kendal, Cumbria. The pre-school serves the immediate locality and also the surrounding areas south of the town. It opens Monday to Thursday, term time only, from 9am to 12noon. There is an optional lunch club, which operates on a Monday and Wednesday afternoons from 12noon to 1.30pm. Children attend for a variety of sessions. Children are cared for in two interconnecting rooms and an enclosed outdoor play area. There are currently 28 children in the early years age range on roll. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently four staff employed at the pre-school who all hold an appropriate early years qualification at level 3 or level 4, including the manager who holds the Early Years Professional Status. The pre-school supports a number of children who speak English as an additional language and a number of children with special educational needs and/or disabilities. The pre-school is a member of the Pre-School Learning Alliance and works closely with 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:

- strengthen strategies to help engage parents more in their children's learning and to encourage them to share information about what children do at home
- enhance opportunities for children to further extend their learning about difference and diversity, for example, by providing more resources and activities to explore cultural events to support all children's cultural background.

Inspection judgements

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

Children are happy, enthusiastic and motivated learners, who enjoy their time at this warm and inviting pre-school group. The children's enthusiasm for learning and the good progress they make is enriched by experienced staff, who know and understand how children learn best. The quality of teaching is good and consistently promoted with all the children. Staff provide a balance of adult-led and child-initiated activities, which match children's interests and their learning needs well. As a result, children are actively engaged in an extensive range of stimulating activities linked to their interests, ideas and the next steps in their learning. Children have many opportunities to freely choose toys and resources as they initiate their own play. Staff join in appropriately and role model play effectively to show children how to use their chosen resources to their best effect. For

example, the staff show the children how to play the musical instruments and balance on stilts outside. Children are confident communicators who express their needs well to staff and happily share what they know and can do. As a result, staff include children's comments and ideas in the planning. Children take part in wide range of activities where they demonstrate their mathematical skills, such as recognition of number, numerals and counting. Indoors, they use number cards and outside a shape and colour hopscotch game. Children listen as staff ask questions to help develop their critical thinking skills. For example, while making pizzas staff ask, 'What toppings would you like to use?' 'Where do the toppings come from?', and staff ask children to identify, 'Which of the peppers are shorter or longer?' All children have good opportunities to be creative and their art work is displayed, including some lovely glittery Christmas pictures.

Staff interact well with the children. They encourage their emerging communication and language by emphasising words, using gestures, responding to their conversations and introducing new words as they play. As a result, children's speaking skills are effectively promoted. Children develop a love of books. They enjoy listening to stories and singing action rhymes. Children enthusiastically join in traditional songs and rhymes and confidently perform in front of the staff and the other children on the stage. Children's expressive art and design skills are fostered well. They are provided with a wide range of materials to practise their mark making skills. This is something that the staff highlight as a major interest of the children. So they provide paint, play dough and chalks to express themselves. Children enjoy digging and planting activities using the growing boxes outside, which staff have recently installed. As a result of this, opportunities are provided for children to further extend their exploration and investigation skills, as they use natural resources and materials in their play. Children's physical skills, independence and confidence are growing. They enjoy their time outside riding on bicycles, and scooters, pushing prams and putting their umbrellas up and down when it is raining. Children are encouraged to talk about their family and events at home while looking at their 'My Family' photographic display hanging from the role play unit. They begin to learn about their community through short walks to the nearest playground and visits to the local school. However, children's understanding of the wider world and their understanding about the difference and diversity of the world is not as well supported. Children have some reference books in the quiet area to look at, however, there is limited reference in the planning to the provision of activities relating to cultural festivals and celebrations. This includes, exploring the different cultures of all the children attending the pre-school. Children have great fun using their imagination in the role play post office, sorting the envelopes and stamps, using the till and telephone and posting letters. They enjoy playing with a range of electronic toys, where they press buttons to make them work. For example, playing the electronic organ and guitars on the stage where they sing harmoniously together with staff.

Staff know their children well. They make continuous and accurate assessments of children's learning and development by using the information gained from their observations. As a result, staff effectively extend children's learning based on their individual needs and interests. Planning is clear and detailed, regularly monitored and evaluated to ensure learning intentions for all the children are focused and challenging. Children's progress is successfully monitored, so that any gaps in learning are quickly identified and swift intervention and help is obtained. Parents are encouraged to share

information with staff about their children's experiences and achievements at home. However, occasionally staff do not ask parents what children have been doing at home and, therefore, they miss building on children's new interests to further support their learning in new activities. Children's progress is clearly recorded in individual learning journey files and these are shared with parents on a regular basis. Children develop good skills in readiness for future moves on to nursery and school. They are happy, settled and keen to learn in a stimulating and interesting environment, which effectively supports their learning and development needs. As a result, they are well prepared for the next stages in their learning.

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

Children's emotional well-being is fostered effectively. As a result, they develop a strong sense of belonging and a good sense of security. Children also develop a close and caring relationship with their key person, who is familiar with their individual needs and care routines. This effectively provides children with emotional stability and consistent support. Staff are very caring, attentive and sensitive to children's needs and work closely with parents to ensure these are well met. They talk to parents and gain a wide range of information using All about me forms for each child when they first start. Staff tailor children's settling-in procedures so that they become familiar with their environment and carers. As a result, children separate with ease from their parents, as staff gradually increase the amount of time they spend in the pre-school session. Staff make sure that children follow a familiar routine and receive lots of attention and reassurance. Children are effectively supported as they move from the pre-school on to school, with well-thought-out arrangements to ensure a smooth transition process. This ensures children's needs continue to be addressed, which helps children to remain settled and happy at all times.

The pre-school rooms are well-organised, welcoming and well-resourced. They provide children with an enabling environment where they flourish and grow in their learning. The environment is rich in print, using innovative techniques for displaying the children's work, photographs, printed words and numbers. Children's safety is given a high priority and they play in a safe and secure environment. Staff are well-deployed throughout the pre-school and children are safely supervised at all times. Children are encouraged to learn how to keep themselves safe and they are shown how to use implements safely, for example, scissors during craft work and knives during cooking activities. Children's personal, social and emotional development are well promoted from the point of registering with the pre-school. They build relationships with their peers and adults and this helps children develop the self-assurance needed for their future success. Children are well behaved. They receive plenty of praise and encouragement, which helps build their confidence and self-esteem. Staff help children to explore and express their feelings during small group activities where they learn to share and take turns. Staff encourage children to recycle waste products and help tidy away toys. As a result, children learn to be responsible for taking care of their environment.

Partnerships with parents are good. Staff place great value on ensuring that parents and carers play a part in the operation of the pre-school. They develop a sense of belonging

and have a say in the care and well-being of their children. Parents are provided with opportunities to talk to staff at collection times and during this time parents receive information feedback about their child's day. Inclusive practice is successful in the pre-school. There is good provision in place to obtain help and support for children with special educational needs and/or disabilities, to ensure they achieve well. This is supported by well-established, multi-agency links, which provide access to specialist knowledge and skills. Children who speak English as an additional language are also supported effectively. Staff encourage parental involvement and work closely with parents. For example, during the initial settling-in period the staff introduced a language book and asked parents to add the key words in the child's home language for the staff, so they would be able to communicate better. Staff help children to adopt healthy lifestyles and healthy eating is promoted at all times. Children's individual dietary needs are effectively met and details of any specific needs or allergies are recorded following discussions with parents. Children enjoy nutritious fresh fruit snacks and well-balanced packed lunch meals. Mealtimes are a sociable occasion where children relax, take time to enjoy their meal and have the opportunity to chat to their peers. Children have ample opportunities to spend time outdoors. This helps them to be physically active and promotes their overall health and well-being. Staff promote good hygiene practices to help minimise the risk of cross-infection. This also supports children's well-being very successfully.

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

The leadership and management of the pre-school are good. Together the committee, manager and staff team ensure that the safeguarding and welfare requirements are met. They continually reflect on their practice to improve outcomes for all children. As a result, the environment and the educational programmes are constantly monitored and enhanced to meet the needs of the children. This can also be seen through their accurate identification of their strengths and areas for improvement, highlighted through the self-evaluation process. The effective tracking and monitoring systems ensure that assessments of children's progress are clear, accurate and precise. By doing so, any gaps in children's learning are quickly identified and planned for. Staff work effectively as a team. They are enthusiastic and committed to their roles and responsibilities. All the required documentation and recording procedures to meet the welfare requirements are in place and efficiently maintained. The management and staff team are well trained in their understanding of the policies and practice to safeguard children. All staff have a secure knowledge and understanding of signs and symptoms of abuse and the procedures to follow if they are concerned about any child in their care. They maintain a comprehensive set of policies and procedures to ensure children's care and safety. All documents and records, including accident records are maintained to meet the safeguarding and welfare requirements. These are completed accurately and stored securely to ensure confidentiality. Staff demonstrate a good level of commitment to promoting children's safety and security. For example, detailed risk assessments and policies and procedures are in place to assess any risks to children's safety. Staff conduct daily safety sweeps before children arrive to identify and minimise any potential risks to children. The premises are secure and access to the pre-school is closely monitored, especially around arrival and collection times. The management conducts robust recruitment and vetting procedures to

ensure all those working with or connected to the pre-school are suitable to do so.

There are effective procedures in place for induction, the monitoring of staff performance and regular supervision meetings. These processes ensure the continuity of good teaching methods and continued good quality care and learning experiences. Arrangements for staff to attend training are embraced by the management so that staff's knowledge is enhanced to further promote the outcomes for children. Children benefit from good levels of care because the committed staff team ensure all children feel safe, achieve well and are included in all activities. The management have good systems in place to monitor the effectiveness of the educational programme and work with staff to analyse the quality of planning and assessment. The planning and assessment system for all children shows a strong focus on children's individual interests and the voice of the child. Good teamwork and focused leadership are successful in inspiring staff to evaluate the learning environment and look at ways that they can further enhance children's learning and further develop experiences for children. As a result, staff are deployed effectively to engage with the children and the environment is organised effectively to meet all children's learning and development needs.

Partnerships with parents are good. They are provided with a wide range of information to ensure they are well informed about how the pre-school operates. Parents are kept up-to-date about their child's progress, achievements and daily experiences. They appreciate what this pre-school achieves with their children. Parents, spoken to during the inspection, expressed highly complimentary comments about the pre-school. They particularly like the well-established staff team and the continuity in children's care and learning this provides. Parents speak highly of the educational programme and the wide range of activities children take part in. They are enthusiastic about the way children learn through play and the good feedback they receive about their progress. Parents said their children are happy and they are kept safe and secure. Successful information sharing and partnership working with other providers and outside agencies ensure children's needs are identified and the support they require is obtained to help them make good progress. Staff develop good partnerships with local schools to ensure a smooth transfer is completed when children move to more formal education. Children enjoy attending this warm and welcoming pre-school. They develop positive relationships with the staff and their peers and the environment is interesting and stimulating. As a result, children engage well because they enjoy their learning, grow in confidence and develop the skills required for their future learning.

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	317474
Local authority	Cumbria
Inspection number	868433
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	28
Name of provider	Beck Community Pre-School Group Committee
Date of previous inspection	05/10/2011
Telephone number	01539 734 897

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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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