

Young Generation Pre-School

Ashton Road, Westwood, Peterborough, Cambridgeshire, PE3 7ER

Inspection date

02/12/2014

Previous inspection date

15/09/2009

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

- Staff know children extremely well. They plan and provide activities based on children's interests and needs. As a result, all children make good progress from their starting points in their learning.
- Children are happy and settled. This is because staff provide warm and caring relationships for all children.
- The manager and staff are enthusiastic and motivating. As a result, the staff team have high aspirations for quality and the ongoing development of the pre-school.
- Staff have a secure understanding of the safeguarding procedures to follow should they have a concern about a child's welfare. This means that they protect children from harm.

It is not yet outstanding because

- The manager does not always ensure that staff with excellent teaching skills share their knowledge with less experienced members of the team to consistently achieve outstanding teaching.

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 had a tour of the premises, both inside and outside and carried out an observation with the manager.
- The inspector observed activities in the pre-school and talked with the staff and children.
- The inspector looked at children's assessment records and planning documentation.
The inspector checked evidence of suitability and qualifications of committee
- members and staff working with children and the provider's self-evaluation and development plans.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent surveys.

Inspector

Ann Lee

Full report

Information about the setting

Young Generation Pre-School was registered in 1970 on the Early Years Register. It is a voluntary committee run group. It operates from rooms within a building situated on the Highlees Primary School site in Peterborough. The pre-school opens five days a week from 9am to 11.30am and from 12.15pm to 2.45pm, term time only with the exception of Friday when the session for three- and four-years-olds runs from 9am to 2pm. Children attend for a variety of sessions. Children are cared for in one room and have access to an enclosed outdoor play area. There are currently 41 children in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children, who speak English as an additional language. There are currently five staff working directly with children, all of whom have an appropriate early years qualification. The nursery 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:

- ensure that staff with excellent teaching skills share their knowledge with less experienced members of the team to consistently achieve teaching of a very high standard.

Inspection judgements

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

The quality of teaching is good and in some cases, outstanding. Consequently, all children, including those with special educational needs and/or disabilities and children with English as an additional language, make progress from their initial starting points in learning and development. Staff demonstrate a very good understanding of the requirements of the Early Years Foundation Stage. As a result, children benefit from well-planned activities, which reflect their learning and developmental needs. Staff use information from parents and their own observations of children to quickly establish their starting points for learning. Key persons accurately assess each child's level of development and identify appropriate next steps that are planned to stimulate their interest and provide challenging learning experiences. This ensures that all children are ready for the next stage in their learning and for the move to school.

Staff endeavour to make children's learning fun. Children's creativity is promoted as they thoroughly enjoy wrapping presents to give to one another. They cut, tear, wrap and mark make on labels, showing delight and excitement in their play, displaying the characteristics of effective learning. Staff engage effectively with children at their level, skilfully

questioning them to further enhance their learning. For example, staff support children's mathematical vocabulary by talking about different shapes of bricks that they are using to build houses. The setting's good use of the language and communication programme enables staff to identify, monitor and track the progress of children's speech development. Staff carefully listen to children and get involved in their spontaneous play and conversation. They use these opportunities to introduce children to new words, which extends and builds their vocabulary. Staff allow children time to think and respond to questions, which motivates their critical thinking skills. Children are supported to recall previous events, for example, when putting coats on to go outside, staff ask them if they remember how cold it was when they walked to school, which enhances their thinking skills. Children have the opportunity to learn that print has meaning. The environment is rich in text, for example, labels are used extensively in the arts and craft area. This also means that children are able to freely access resources, which enables them to make independent choices over what and where they play. The outside area provides children with an abundance of opportunities to gain confidence, balance and coordination by practising their physical skills. For example, they manoeuvre ride-on toys along a marked roadway.

Staff understand the importance of working in partnership with parents. They share information with parents verbally on a daily basis. In addition, a diary informs parents in more detail of their children's activities and provides an opportunity for them to contribute with information from home. Staff complete the progress check for children between the ages of two and three years as appropriate and share this information with parents, as well as a progress summary at the end of each term. This ensures that parents are fully informed about the progress that their children are making. Also, it provides opportunities for sharing ideas with parents on how children's learning can be further enhanced at home.

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

Staff are totally committed to ensuring that children, especially very young children and those in need of additional support, are settled and form very close attachments to their key person. Settling-in arrangements are well planned and flexible, in order that they meet the needs of both children and their parents. This individually tailored arrangement ensures that children's care routines and specific requirements are followed. In addition, staff are warm, compassionate and show sensitivity towards children's needs. As a result, children seek them out for comfort, reassurance and for support in their play and learning, which promotes their confidence and sense of well-being. Consequently, children are emotionally ready for their next stage in learning.

Children behave well as staff reinforce good behaviour through positive praise, such as saying 'well done' for sharing. This ensures that children have a clear understanding of boundaries and expectations in the pre-school. All staff act as good role models for children. They emphasise the need for good manners, encouraging children to say 'please' and 'thank you'. Children's growing independence and developing self-care skills are well supported. Practical daily routines and ongoing discussions help them to understand the importance of good hygiene practices. Children know to wash their hands after going to

the toilet and prior to eating. They assist staff during snack time by pouring their own drinks and help to tidy away their plates and cups when they have finished. Staff explain to children that if too many toys are on the floor, they could easily trip and hurt themselves. Consequently, children learn how to keep themselves and others safe.

Staff provide children with healthy and nutritious snacks. They use snack time as an opportunity to discuss the importance of a healthy lifestyle. Children benefit from plenty of fresh air and exercise as they have continuous access to an extremely well-resourced outside area where they practise a range of physical skills. They are able to take sensible risks and to challenge themselves as they play with the wealth of resources, while being carefully supervised by staff.

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

The close working relationship between the manager and the chair of the committee ensures that the leadership and management of the pre-school is good. The manager uses effective systems to monitor the educational programme and has a thorough knowledge of the way that children learn. This knowledge, together with a skilful staff team, ensures that children have a broad range of activities and experiences covering all areas of learning. Children are well supervised and supported as staff are effectively deployed and the required ratios are met. Weekly team meetings provide staff with the opportunity to discuss their key children's progress and plan effectively for their next steps. Regular staff and committee meetings ensure that a dedicated programme of reflecting and evaluating the practice of the pre-school is in place. As a result, improvement is continuous and ongoing.

The staff, manager and committee understand their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. The environment is kept clean and healthy in addition to safe and secure. This is underpinned by a comprehensive range of policies and procedures that are shared with parents. In addition, daily checks and risk assessments are carried out on all areas used by the children to effectively identify and minimise any hazards. Staff have an excellent awareness and understanding of child protection procedures and are clear about all aspects of safeguarding to ensure they are protected from harm. Consequently, children's safety is maintained and their well-being is promoted. The recruitment and retention of staff, including the manager, is vigilant. The manager and committee monitor the ongoing suitability of staff through appraisals that are also used to inform professional development. However, the manager does not always ensure that staff with excellent teaching skills share their knowledge with less experienced members of the team. As a result, teaching is good, but not consistently outstanding.

The pre-school has excellent relationships with parents. Parents spoken to at the time of the inspection, expressed very positive views about the pre-school and how much their children enjoy attending. The views of parents are valued by the pre-school. Also, notice boards provide opportunities for gaining further information about the pre-school, in addition to contributing their own views. The manager understands the value of working

with other professionals. A good link has been created with the feeder school. The pre-school works well with external agencies, such as a service that offers support to children and their families and social workers. As a result, children's progress is shared and they receive continuity in their learning and development to help them to make the best possible progress. The pre-school receives support and guidance from their local authority early years advisor and acts on advice to bring about improvement.

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	256853
Local authority	Peterborough
Inspection number	871607
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	41
Name of provider	Young Generation Pre-School Committee
Date of previous inspection	15/09/2009
Telephone number	01733 265900

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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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