

# Little Badgers Pre School

Badger Hill Primary School, Crossways, YORK, YO10 5JF

<b>Inspection date</b>	15/12/2014
Previous inspection date	12/07/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 and helps children make rapid progress in their learning. Staff make the most of every opportunity to promote children's learning and development through fun, developmentally appropriate activities.
- Staff are fully aware of their safeguarding responsibilities to keep children safe. They know how to deal with child-protection concerns and maintain a safe environment through risk assessments and good supervision.
- Effective partnerships with parents and a well-embedded key-person system helps children to form secure emotional attachments. Consequently, children are well prepared for their transitions, both into the pre-school and going onto school.
- Effective self-evaluation means that the staff continually improve the good service for children and their families.

### It is not yet outstanding because

- Staff do not fully engage all parents to share information about their children's learning at home, so that a more consistent approach can be established.
- The monitoring of staff practice is not sufficiently robust to identify how the high quality of teaching can be further enhanced.

## 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 viewed all areas accessed by the children, including the outdoor environment.
- The inspector carried out a joint observation with the manager of the pre-school.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the pre-school room.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector looked at a range of documentation, including children's learning journey records, staff planning, pre-school policies and risk assessments.

## Inspector

Kerry Holder

## Full report

### Information about the setting

Little Badgers Pre School was registered in 2011 on the Early Years Register. It is situated in a classroom of Badger Hill Primary School in the area of Badger Hill, York. It is managed and run by a voluntary committee. The setting serves the local and surrounding area and is accessible to all children. Children have an enclosed area for outdoor play. The setting employs three members of childcare staff. Of whom, all hold appropriate early years qualifications at level 3. The setting opens Monday to Friday during term time. It operates from 9am until 3pm Monday, Tuesday and Thursday and 9am to 12 noon Wednesday and Friday. Children attend for a variety of sessions. There are currently 24 children on roll, all of whom are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. The pre-school supports 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:

- provide even more strategies that successfully engage all parents in supporting their children's learning at home and in contributing to the learning processes
- strengthen the monitoring of teaching practice further, for example, by introducing peer observations to support staff in achieving outstanding teaching practice, to benefit all children as the pre-school moves forwards.

### Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage and are knowledgeable about how young children learn. As a result, the quality of teaching is good as staff effectively promote the children's learning and development. Staff ensure there is a wide variety of activities and resources available for children to choose from and enjoy both indoors and outdoors. They follow the children's interests to plan a balance of adult-led and child-initiated activities across all seven areas of learning. Consequently, all children, including those who speak English as an additional language, make good progress overall. Staff work closely with parents when children first start at the pre-school, to enable them to plan a range of activities that meet children's needs and follow their interests from their first visit. Although, some systems are in place, such as daily discussions, staff are not routinely engaging all parents in supporting their children's next steps in their learning at home, to contribute to the learning process. Children's development records, including a range of observations, assessments and examples of their work, provide a clear picture of how their learning is improving and developing over

time. Staff regularly observe children and link these observations to the different areas of learning. Regular progress checks are in place for all children. Also, staff understand the importance of tracking children's progress, in order to support them to reach their potential. The pre-school has implemented the progress check for children between the ages of two and three years and shares this information with parents. Therefore, parents feel informed about the children's learning and development within the pre-school setting.

Children show good levels of independence and are comfortable within their surroundings. The environment enables children to initiate their own play as they select their own resources from a variety of easily accessible and clearly labelled toys. Staff remain responsive to the children's interests as they play. For example, children excitedly take part in making Christmas cards for their families. Staff ask questions, which in addition, helps children to develop good concentration and encourages critical thinking. As a result, children become active learners as they show high levels of concentration throughout their activities. Children's physical development is promoted well through daily activities in the garden to ensure they are active. For example, staff encourage children to run around the garden as they pretend to be various kinds of birds. Staff support children's mathematical development as they develop their awareness of shapes, colours and size during daily activities. As a result, children acquire the skills, which they need for their next stage in learning and for school.

Children who speak English as an additional language, are supported well to ensure their individual needs are met. Staff understand the importance of working closely with parents and other professionals, such as early years advisors, to promote the children's learning and development. Staff have developed good relationships with the adjoining local primary school, which ensures that they work in partnership and share relevant information to support children with their future move there.

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

Children are warmly welcomed into this bright and friendly pre-school. The effective key-person system means that children form secure attachments and their emotional well-being is consistently supported. On entry, parents provide key information to staff to ensure that children's individual requirements are known and understood, such as food allergies, routines and additional needs. This also helps support the move from home to the pre-school effectively. Children's own work and photographs are displayed around the pre-school, to ensure they have a sense of belonging and feel self-assured. As a result, children are happy, settled and content. Children are well supported with their move between the pre-school and onto the next stage in their learning at school, which ensures that they are emotionally prepared for change.

Staff ensure good hygiene practices are in place and children are encouraged to be independent in their self-care. Children freely access the toilet, with simple reminders from staff about washing their hands. They enjoy a variety of different nutritious snacks, such as various fruits, which they independently peel themselves. At lunch time, staff join the children and use this as a social occasion, taking the opportunity to talk to them about a variety of subjects, including the morning activities and holidays with their families. As a

result, children learn how to behave in social situations. Children have good opportunities to exercise and to be physical through independent access to the outdoor environment. This is offered throughout the play sessions and children use this well. Children are energetic and inspired by enthusiastic staff as they join in the action songs. They jump, clap and dance as they wave their arms and move their bodies to the singing of staff. Consequently, children are developing a secure understanding of the importance of healthy lifestyles.

Staff supervise children well, while enabling them to explore and manage risks. Children act sensibly and safely because staff regularly provide them with clear safety messages. For example, staff remind children about the pre-school's 'golden rules' of acceptable behaviour during morning registration. These opportunities support children to develop skills for the future and learn how to keep themselves safe from harm. Staff ensure that the environment and resources are safe. They complete daily checks and immediate action is taken to minimise any identified hazards. Staff act as good role models, promoting the use of good manners and children are praised when they do well. As a result, children are confident and self-motivated because they feel supported.

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

The committed manager and staff team effectively promote the safeguarding and welfare requirements of the Early Years Foundation Stage. They fully understand their responsibilities to safeguard the children in their care and know the procedures to follow if they have any concerns. Robust procedures are in place for the recruitment of new staff to ensure they are suitable to work with children. Policies and procedures are reviewed as necessary and all staff attend relevant safeguarding training. Risk assessments are carried out to identify any risks and ensure the environment, resources and equipment are safe by minimising these. Accidents are appropriately recorded and monitored, helping to ensure that safe practice is consistently maintained. Consequently, children's health and safety are effectively promoted. The staff and committee members share a clear vision for the pre-school and are clear of their aims to support the self-evaluation process. They strive for continuous improvement to support children's achievements over time and develop the quality of their practice. The recommendations following the last inspection have been successfully addressed, which shows a good capacity to improve.

The staff team demonstrate a good knowledge of the Early Years Foundation Stage. The manager ensures that staff are deployed effectively and ratios are maintained. She regularly works alongside staff to evaluate their quality of teaching. The manager holds appraisals with all staff and they are actively encouraged to attend training courses to further enhance their knowledge, skills and understanding. For example, some staff have completed Forest schools training, which ensures that the outdoor environment is used to facilitate children's different learning styles. However, the team has further capacity to observe, reflect and improve on their already good teaching by using strategies, such as peer-on-peer observations. The staff team regularly monitor the planning and delivery of the educational programmes to ensure that children are provided with interesting and enjoyable activities and resources, which support them to make progress across all seven

areas of learning. Children's progress is monitored and tracked effectively. This ensures that they are making good progress in line with their peer group and support is provided to help narrow the gap if necessary.

Staff develop positive relationships with parents and this means that they feel valued and welcome in the pre-school. Parents are actively involved in the pre-school as they receive daily verbal communication and regular newsletters to inform them of current projects and activities. Parents spoken to at the time of inspection, are complimentary and comment that staff are helpful, friendly and professional. Children who speak English as an additional language, are particularly well supported through appropriate intervention and support. For example, staff speak clearly and allow sufficient time for children's response. The pre-school works closely with the local authority and staff understand the importance of sharing information with relevant professionals. Teachers from the adjoining school are invited to meet children prior to starting Reception class, which makes a strong contribution to meeting their needs and preparing them emotionally for the next stage in their 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

<b>Unique reference number</b>	EY410461
<b>Local authority</b>	York
<b>Inspection number</b>	851095
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	18
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Little Badgers Committee
<b>Date of previous inspection</b>	12/07/2011
<b>Telephone number</b>	07963134008

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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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