

# Walkington Pre-School

The Pavilion, The Playing Fields, BEVERLEY, North Humberside, HU17 8SE

<b>Inspection date</b>	08/01/2015
Previous inspection date	23/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 provide a broad range of well-planned activities for children, which support them very effectively to make good progress in their learning.
- Children develop close bonds with staff. This means children settle well, feel secure in their environment and are confident to take part in new experiences.
- Management and staff are committed to improving the quality of the service. Consequently, the outcomes for children and their families are continually enhanced.
- Staff understand their safeguarding duties and have a good knowledge of how to recognise the signs of a child at risk. They know the procedure to follow to protect children's welfare.

### It is not yet outstanding because

- Staff do not always maximise opportunities for parents to contribute what they know about their child's learning at home, to promote an even more effective shared approach to children's learning and development.
- Staff do not always consistently monitor the security of the premises at the start of the session.

## 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 toured the premises and observed children and staff in the playroom and the outdoor area.
- The inspector met with the manager/ nominated person and spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of the suitability and the qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector took account of the views of parents spoken to on the day.
- The inspector undertook a joint observation with the manager.

## Inspector

Diane Turner

## Full report

### Information about the setting

Walkington Pre-School was registered in 2001 and is on the Early Years Register. It is situated in the village of Walkington in East Yorkshire, and is managed by a voluntary committee. The pre-school serves the local area and is accessible to all children. It operates from one main room within the sports pavilion and has use of the adjacent playing field for outdoor play. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and the manager has Early Years Professional status. The pre-school opens Monday to Friday during term time, from 9am until 3.30pm. Children attend for a variety of sessions. There are currently 32 children attending 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-old children and 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:

- strengthen the already good partnerships with parents by providing even more opportunities for them to share what they know about their children's learning at home
  
- develop an even more comprehensive approach to organising the start of the sessions to ensure the premises are secured promptly once most children have arrived, to further promote their safety.

### Inspection judgements

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

The quality of teaching is good. Staff are well qualified and plan a broad range of activities that successfully promote children's development across the seven areas of learning and ignite their interest. For example, children enjoy projects about keeping healthy, which help them learn about healthy eating and good dental hygiene. Staff give good attention to promoting children's development in communication and language. They constantly engage children in conversation as they play and encourage children to contribute to whole group discussion and story time. Staff make good use of questioning to help children to think critically and they give children time to formulate their answer. This successfully encourages children to become confident communicators who can clearly express their ideas. Children have good opportunities to extend their learning through visits from outside professionals. For example, children learn about how fluoride helps to protect their teeth, through activities led by a dentist. As a result, children are developing a good knowledge base ready for starting school.

Children are provided with a good range of activities to help them develop good physical skills. For example, they develop control and strength of their small muscles, as they squeeze and shape play dough and scoop up wood shavings with spades and transfer these to containers. Children use play equipment outdoors, such as hoops and balls, and are able to run around freely, which enables them to develop coordination in their movements. Staff give good attention to supporting children of all ages to develop their early mathematical skills. For example, they encourage children to count how many are present at registration and lead games that involve children making and counting a number of footsteps, before being chased by a pretend wolf. This successfully teaches children how counting can be used for a purpose.

Key persons observe and successfully assess individual children's progress in their development and plan for the next steps in their learning. Parents are kept fully informed of their child's developmental progress on an ongoing basis. For example, throughout the year parents receive summaries of the progress their child is making and parents can make an appointment to discuss their child's development on a more formal basis with their key person. Parents are actively encouraged to be involved in their children's learning. For example, parents help their child to find items at home linking to the letter, colour and shape of the week that is being focused on by staff. Children bring these items to the pre-school, so they can talk about them at group time and share their learning with their friends. However, there are fewer opportunities for parents to share what they know their child can do at home on an ongoing basis, in order for staff to plan even more precisely for the next steps in children's learning.

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

Children are supported well to make the move into the pre-school. For example, settling-in visits are offered, which enable children to gradually become familiar with their new environment. Toys, resources and activities are set out at children's height so they can reach these comfortably and make choices about what they want to play with. This helps children to feel at home and promotes their emotional well-being. For example, children enjoy playing independently with dolls and making meals with play food. Children develop close bonds with staff and feel safe and secure in their care. Consequently, children are confident to approach staff and ask them for help when needed, and they feel at ease in taking part in activities that are not normally part of their routine, such as a visit from a dentist. As a result, all children listen attentively to what the dentist has to say and are keen to act out what they learn. For example, children enjoy dressing up in safety goggles and protective gloves and cover their mouth with a mask as they pretend to examine and clean a set of pretend teeth.

Children are kept healthy. They have access to the outdoor area throughout the day, so they benefit from fresh air and physical exercise. For example, children enjoy running and chasing and playing ball games, which helps keep them fit. They also become immersed in acting out being animals in the area. This successfully helps children to develop their creativity and imagination in a large space. Staff ensure children wash their hands after

outdoor play and before meal times. This good support and guidance means children successfully learn to follow good hygiene routines in their personal care. As a result, children know that washing their hands gets rid of germs that cannot be seen. Children are provided with nutritious food to eat for their snack, such as fresh fruit and cheese. Through projects, children learn what food is beneficial to their health and what items are not so good for them. This means children learn to make informed choices about what constitutes a healthy diet.

Children learn to behave well because they are taught to be respectful and considerate. For example, children are encouraged to work together to tidy away the toys after use, to keep their environment tidy. Consequently, children become confident in managing similar experiences they will encounter when they move on to school. This further promotes children's emotional well-being. Staff provide good opportunities for children to develop their independence. For example, staff encourage children to pour their own drinks at snack time. Children take turns to be the helper of the day, and as part of this, they undertake tasks, such as counting how many children are present at registration. This actively encourages children to take on responsibility, which in turn gives them faith in their abilities and raises their self-esteem. Staff acknowledge children's achievements with lots of praise, which means children feel good about themselves. Children are supported well by staff in learning about personal safety and how to manage risks. For example, staff teach children to line up before coming back indoors after outdoor play, to ensure everyone is accounted for.

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

The manager has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She leads the staff team well and has regular contact with the committee that has overall responsibility for the service. This means there is good sharing of information and joint decision making. The arrangements for recruitment and vetting are thorough and this ensures that all staff working with children are suitable to do so. Regular supervision sessions and peer-on-peer observations are used successfully to continually assess staff's ongoing suitability and identify any further training needs. This means staff continue to develop professionally and enhance their skills to benefit children's care and learning. All staff attend training in child protection at levels appropriate to their role and responsibilities. As a result, staff know to whom they should report any concerns about a child's welfare, or any inappropriate practice of adults working with children.

The premises are safe because any potential risks to children's safety are minimised effectively. Children are brought into the playroom by parents on arrival. They are signed in and staff make sure children do not leave the room at this time. However, staff do not always promptly lock the main door once the majority of children have arrived. Therefore, while arrangements are in place for children's safety at this time, these procedures can be made more robust by ensuring staff respond even more quickly to keeping the premises fully secure. The arrangements for evaluating the quality of the service are good. The manager effectively monitors the educational programmes. For example, she regularly

discusses children's development with their key person and reviews the progress records they keep. This enables the manager to compile an overall tracking document of the progress of all children who attend, to identify any gaps in their learning and how these can be closed, so they reach their full potential. The manager regularly consults staff, parents and children to gain their views of the service and works cohesively with the committee to bring about any ideas for improvement. The recommendations for improvement made at the last inspection have been successfully addressed. Plans for moving the service on even further are in place. These include making more effective use of resources that have recently been purchased to support children's learning in communication and information technology.

Partnerships with parents are good. Information they receive keeps them very well informed about the service. This includes a welcome pack detailing various policies and procedures. Parents are asked to complete a family tree sheet for their child and to tell staff initially about their children's interests. Consequently, staff get to know children well and this contributes successfully to families building trusting relationships with staff. Comments from parents show they are pleased with the service they receive. For example, they state that their children enjoy attending and that staff are caring and approachable. Staff have forged good links with providers of other early years settings children also attend, which promotes a full shared approach to meeting children's learning needs across provisions.

## 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>	503384
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	869196
<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>	20
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Walkington Pre-School Committee
<b>Date of previous inspection</b>	23/03/2011
<b>Telephone number</b>	07722 561116

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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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