

The Wolds Pre-School

Scout Hut, Burnby Lane, Pocklington, York, YO42 2QB

Inspection date

15/01/2015

Previous inspection date

19/03/2014

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 to make rapid progress in their learning. Staff make the most of every opportunity to promote and extend children's development, through fun, interesting and challenging activities.
- Staff provide a great variety of motivating play activities, both inside and outdoors, that effectively encourage children's participation and interest in learning.
- 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.
- Positive relationships with parents are developed through effective settling-in arrangements and ongoing communication. This means information is continually gathered and exchanged, which benefits each child's care, learning and development.

It is not yet outstanding because

- The organisation of some activities does not always meet the needs of all children. For example, children are sometimes expected to sit for extended periods of time during whole group activities.
- Children have fewer opportunities to develop their experiences with information and communication technology and programmable toys to enable them to fully explore why things happen and how things work.

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 all areas of the setting accessed by the children, including the outdoor environment.
- The inspector undertook a joint observation and discussed this 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, activity planning, pre-school policies, self-evaluation and action plans.

Inspector

Lindsay Dobson

Full report

Information about the setting

The Wolds Pre-School has been running since 1979. It was registered in 1981 and is on the Early Years Register. It is a privately run pre-school which operates from the Scout Hut in Pocklington in the East Riding of Yorkshire. The pre-school serves the local area and is accessible to all children. It operates from the main hall and there is an enclosed area available for outdoor play. The pre-school employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 3 and one holds Qualified Teacher Status. The pre-school opens each morning Monday to Friday from 9am and 12pm. Children attend for a variety of sessions. There are currently 29 children on roll who are in the early years age group. The pre-school provides funded early education for three- and four-year-olds.

What the setting needs to do to improve further

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

- evaluate the organisation of some planned sessions and ensure that they meet the needs of all children, for example, during whole group activities
- extend opportunities for children to explore why things happen and how things work, with particular regard to supporting their understanding of information and communication technology.

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 very 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 are a very wide variety of activities and resources available for children to choose from and enjoy both indoors and outside. 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 are highly motivated to be involved and make good progress in their learning. Staff work closely with parents when children first start at the pre-school. This enables them to plan a range of activities that meet children's needs and follow their interests from their first visit. Effective systems are in place to ensure parents are fully involved in their child's learning. For example, staff have daily discussions with parents, use a home to school book and also invite parents to spend time in the pre-school. Parents regularly comment in their children's learning records by completing 'magic moments' sheets. As a result, children benefit from a collaborative approach to their learning. Children's development records include a range of observations, assessments and examples of their

work. These records 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 are clear about the importance of ongoing tracking of children's progress. This enables staff to identify any gaps in children's learning and support them to reach their full potential. The staff carry out the progress check for children between the ages of two and three years and share this information with parents. Therefore, parents feel fully informed about the children's learning and development within the pre-school setting.

Throughout each pre-school session children are provided with an extensive range of activities and resources from which they can freely choose. These activities motivate children and provide them with exciting and stimulating opportunities. Staff follow a daily routine for play and activity, and this includes whole group activities at the start and end of the session. Although these sessions are varied and engage most of the children in the stories, singing and phonic work, some of the younger children struggle to maintain their full attention and begin to disrupt some of the other children. As a result, not all children's individual needs are fully met at these times. Children have many opportunities to experiment and begin to understand about why things happen and how they work. For example, children spend time exploring the properties of large magnets, testing out what objects the magnets will pick up. Other children enjoy using the torches and shine the lights around the playroom, showing their friends how they turn on and off. However, children have fewer opportunities to use information and communication technology as part of their everyday play and learning.

Staff demonstrate the quality of their teaching as they provide children with a theme for the day. Children experience activities and challenges across all areas of learning linked to the theme and begin with a familiar story at the start of the session. Following on with the theme of the book, children use soft building blocks to make their own house. They chatter about needing a chimney, while other children gather kindling wood as they pretend to make a fire before adding their cooking pot. Children eagerly gather additional resources for their brick house as their imaginations take over and they chatter to each other as they act out the story. This supports their imaginative play, ability to work with other children and their communication, language and literacy skills. In the outdoor area, children excitedly blow bubbles as they practise huffing and puffing, again following on from the story they have listened to. Physical skills are supported as children run about trying to catch and pop the bubbles their friends make. Staff also use this activity to promote children's speech and language as they encourage them to say phonetic sounds as they blow. Children's creativity is promoted as they make pictures of pigs. The member of staff supporting them with the activity introduces them to mathematical language as they glue and stick. For example, children learn about size and shape and practise counting and early calculations as they play. As a result of staff's effective planning and good quality teaching, children develop the skills they need for their future development and the move on to school.

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 long-standing staff team meet and greet the children and their parents. This 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 also well supported with their move between the pre-school and 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 chop up for themselves. Staff join the children and use this as a social occasion, talking to them about the morning activities and the healthy food choices they can make. 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 music. 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 how to play safely and how to be aware of the other children around them. 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

Robust policies and procedures are in place to meet the safeguarding and welfare requirements. Staff ensure that children's safety and well-being are met through detailed and comprehensive policies. For example, staff ensure the premises are safe and suitable for purpose and supervise children well. Children are effectively safeguarded from harm because staff have a clear understanding of their roles and responsibilities and continue to keep their knowledge up to date. The pre-school has a designated person to take the lead responsibility for safeguarding, and the policy is in line with the Local Safeguarding Children Board. As a result, staff have all the relevant information they need, including contact numbers for making a referral. Staff demonstrate their good understanding of the known indicators of abuse, and are secure in their individual roles and responsibilities to

report any concerns. Children's welfare is clearly promoted because recruitment and induction procedures ensure staff are suitable to fulfil their roles. Additionally, Disclosure and Barring Service checks are in place for all staff and these have been recently updated. There is a robust induction process for any new staff and volunteers, which means that everyone working with the children is clear about their individual responsibilities. Consequently, children's safety and welfare are promoted well.

The manager and staff team have a good understanding of their responsibility to fully meet the learning and development requirements. As a result, appropriate training and support are provided to continually improve the quality of their practice. Additionally, regular monitoring and evaluation of the educational programmes is in place as all staff work very closely together on a day-to-day basis. Staff carry out assessments that are precise and reflect an accurate understanding of all children's skills and progress. This means that children receive good quality learning experiences. An effective and well-established training programme for staff is in place. For example, staff attend essential training courses to ensure that first-aid and safeguarding knowledge and skills are up to date. Since the last inspection, the manager and staff have ensured that the actions and recommendations raised have been fully addressed to ensure children's safety and well-being. For example, staff's suitability checks and qualification details are available for inspection. Furthermore, an enhanced supervision system enables the manager to closely monitor staff practice and the quality of teaching, and provide additional support and training where needed. Clear action plans are in place to ensure continued improvements are made which promote the outcomes for children. Staff are clear about the strengths of the pre-school and areas for future development. As a result, they continually strive to improve and implement new ideas as part of their self-reflection process. They also take full account of the views of parents and the children to ensure a holistic approach to providing a high quality provision for children.

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 updates to inform them of current projects and activities. Parents spoken to during the inspection are complimentary and comment that staff are friendly and professional. They also praise the very good progress their children are making. The staff work closely with other providers and understand the importance of sharing information with relevant professionals. Teachers from the local schools are invited to meet children prior to starting Reception class, and pre-school staff take children on visits to the schools. They also share children's learning records, which makes a strong contribution to new staff understanding their individual needs and preparing children 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

Unique reference number	314748
Local authority	East Riding of Yorkshire
Inspection number	967628
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	29
Name of provider	Elizabeth Pimm, Chris Cronin & Lesley Smith Partnership
Date of previous inspection	19/03/2014
Telephone number	01759 302328 or 07722 184 258

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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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