

Stamford Bridge Pre-School



Low Catton Road, Stamford Bridge, YORK, YO41 1DZ

Inspection date 27 March 2015
Previous inspection date 1 October 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children make good progress in their learning and development given their starting points and capabilities. This is because the quality of teaching is consistently good.
- Caring and sensitive staff provide a nurturing environment where children are valued. This fosters a strong sense of belonging and community, which promotes children's emotional well-being.
- Staff have a good knowledge of the robust safeguarding procedures in place, and understand their roles and responsibilities for child protection. As a result of this, children are safeguarded well at the pre-school.
- Well-qualified and experienced staff make effective use of discussions and useful questions when they play alongside children. This encourages children to think, investigate and use language to explain themselves.
- The pre-school values the role of parents and has effective partnerships in place with other and settings and professionals. This ensures children benefit from a consistent approach to their care and learning.

It is not yet outstanding because:

- Children have less exposure to print in the outdoor area to consolidate and further develop their literacy skills.
- The programme for continued professional development is not yet embedded to ensure that the best practice is shared across the whole of the pre-school.

What the setting needs to do to improve further

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

- enhance opportunities for children to see print in the outdoor environment, in order to promote older children's recognition and understanding of words, signs and symbols even further
- move teaching in the pre-school from good to outstanding, for example, by giving staff opportunities to observe each other's work and to discuss and share best practice.

Inspection activities

- The inspector viewed all areas of the premises used by the children including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and spoke with the staff and children at appropriate times during the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector looked at records of children's learning and development and a range of documentation, including policies, accident and attendance records.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Kerry Holder

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The staff provide a good range of activities to promote children's learning and development. They follow children's individual needs and interests to plan a balance of adult-led and child-initiated activities. As a result, children make good progress in all areas of their learning and development. Staff complete ongoing observations, which help them track children's progress and identify and narrow any gaps in their learning. Staff support children's mathematical development particularly well as they increase their awareness of shapes, colours, numbers and size consistently during daily activities. Younger children's communication and language development is supported efficiently as staff engage in constant discussion and model language during their activities. However, older children's growing literacy skills are not as effectively supported, as there are fewer resources to promote the regular and purposeful use of words, signs and symbols in the outside area.

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

A well-embedded key-person system helps children to form secure emotional attachments. Staff effectively manage children's behaviour and talk about the importance of safety throughout children's activities. They act as positive role models and praise children regularly, which builds high levels of self-esteem and confidence. The outdoor area offers challenge and excitement for all children. For example, children explore and investigate as they make mud pies in the garden. Children's good health is supported because snacks are varied and nutritious and there are opportunities throughout the day where children are encouraged to engage in physical activity. For example, children race excitedly around the garden on their bikes and scooters. As a result, children develop an understanding the importance of physical exercise and a healthy diet. Parents report their children are very happy in the pre-school and staff are supportive and friendly. Consequently, children are emotionally well prepared for their next stage of learning, including being ready for school.

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

Staff have a very good understanding of the requirements of the Early Years Foundation Stage. The manager has a strong commitment to promoting high-quality improvement. Effective self-evaluation means that the staff continually improve the good service for children and their families. Parents are actively involved in the nursery as they receive daily verbal communication and regular newsletters to inform them of current projects and activities. Clear policies and procedures are implemented to support children's well-being and safety. This includes appropriate recruitment and vetting procedures to ensure all staff are suitable to work with children. The manager is involved in the daily practice of the pre-school and is successful in supporting and motivating staff. An established system of frequent supervisions and staff meetings ensures staff are valued and supported. However, the team has further capacity to observe, reflect and improve on its already good teaching by using strategies to evaluate staff practice regularly.

Setting details

Unique reference number	314733
Local authority	East Riding of Yorkshire
Inspection number	868263
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	35
Number of children on roll	35
Name of provider	Stamford Bridge Pre-School Committee
Date of previous inspection	1 October 2009
Telephone number	07866 273029

Stamford Bridge Pre-School was registered in 1974. There are currently six staff working directly with the children, five of whom have an appropriate early years qualification. The pre-school opens from 9am until 1pm Monday, Wednesday, Friday and 8.30am until 4pm Tuesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

