

Queensgate Pre-School

Inspection report for early years provision

Unique reference number 314701
Inspection date 25/09/2008
Inspector Tony Painter

Setting address Beverley Grammar School, Queensgate, Beverley, East
Riding of Yorkshire, HU17 8NF

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Queensgate Pre-School opened in 1990 and serves the local community. It is run by a voluntary management committee. It has sole use of a mobile classroom and enclosed outdoor play area within the grounds of Beverley Grammar School.

A maximum of 20 children aged two to five years may attend the setting at any one time for childcare on non-domestic premises. There are currently 30 children attending who are within the Early Years Foundation Stage (EYFS). Most are in receipt of nursery education funding. The times of opening are Monday to Friday 09.15 to 11.45 term time only. The setting supports children with learning difficulties and disabilities and for children with English as additional language.

All seven employed staff work part time. The majority have relevant childcare qualifications and others have appropriate working experience. The pre-school is a member of the Pre-School Learning Alliance and receives support from the local authority.

Overall effectiveness of the early years provision

This pre-school places very effective attention to safeguarding children and ensuring their personal development and welfare within a caring and supportive atmosphere. There is particularly good attention paid to children's likes and preferences which enhances their enjoyment of their learning. Good action is taken to ensure that all children are included in the wide range of well resourced and stimulating activities that meet children's development needs well. Staff collect a good range of information about how well children are doing and ensure they share this with parents. However, they do not always make full use of this information to plan activities that help them to move individual children on the next steps in their learning. The managers have a clear view of the priorities for development and good teamwork from all staff ensures there is good capacity to make improvements.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that information from observations and assessments of individual children is used to plan activities that help them to take the next steps in their learning.

The leadership and management of the early years provision

There is effective self-evaluation, which identifies the right priorities for development. The setting therefore ensures that children are securely safeguarded and provision continues to be improved over time. Actions taken to improve the areas identified in the last report have been successful and the leadership ensures

the setting has good capacity to continue to improve. Carefully targeted training and personal development continues to extend all staff's skills.

All staff support the leadership in minimising the barriers to all aspects of each child's development. This ensures equality of opportunity for all. The partnerships with parents are effective. Many parents indicate strong support for the setting and confidence in the care and support for their children's individual needs. Systems to inform parents of their children's progress and to act on their knowledge of their own children are comprehensive and valued by parents. There are good opportunities for parents to support their children's learning through a good range of activities including innovative projects such as helping their children to identify minibeasts in the garden at home. The links with other providers and agencies is good. For example, well established and productive links with feeder schools contribute to smooth transfer of children to the next stage of their learning.

The quality and standards of the early years provision

Staff know and effectively use very detailed policies to safeguard children. The pre-school places a very high priority on children's welfare and safety, ensuring that all requirements are fully met. As a result, there is sufficient well-organised space, resources and staffing to meet all the children's needs. Comprehensive and detailed systems ensure children's safety in and around the building. Staff make detailed checks through the session to maintain this high level of safety. Staff provide a healthy, smoke-free environment with fresh drinking water available for children at all times. Healthy and nutritious snacks are provided and children recognise and discuss how eating the right food helps them to grow strong and healthy.

Activities include all children regardless of any medical or learning difficulty. Staff take action to ensure there is no discrimination on the grounds of race, culture or ethnic background. Each child has a clearly defined Key person and all parents know that they can request a meeting at any time to talk about their children's development. As a result of good provision, children develop well, showing increasing confidence in answering questions and expressing their ideas. The emphasis on helping children to work together is effective in giving children a good foundation for future learning.

Good systems to record information from sensitive observations and assessments of children's development are used to inform planning. A wide range of interesting indoor and outdoor activities address all areas of learning. Good systems to allow children and parents to express their preferences are taken into account in planning. Tasks therefore reflect children's interests well and contribute to their enjoyment of learning. Staff have good understanding of the clearly defined activities and support children well. Children have good opportunities to take initiative in their learning. Relationships are of the highest quality and staff know the children well. However, they do not make full use of their detailed knowledge of children when planning activities to help each individual child take the next steps in their learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

| | |
|---|------|
| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | Good |
| How well does the provision promote inclusive practice? | Good |
| The capacity of the provision to maintain continuous improvement. | Good |

Leadership and management

| | |
|---|-------------|
| How effectively is provision in the Early Years Foundation Stage led and managed? | Good |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | Good |
| How well does the setting work in partnership with parents and others? | Good |
| How well are children safeguarded? | Outstanding |

Quality and standards

| | |
|---|-------------|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | Good |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | Outstanding |
| How well are children helped to stay safe? | Good |
| How well are children helped to be healthy? | Good |
| How well are children helped to enjoy and achieve? | Good |
| How well are children helped to make a positive contribution? | Good |
| How well are children helped develop skills that will contribute to their future economic well-being? | Good |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration or the last inspection. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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