

# The Island - Yar Valley Pre-School (St. Helen's)

Inspection report for early years provision

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<b>Type of setting</b>	Childcare - Non-Domestic

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## 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 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.

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## Description of the setting

The Island - Yar Valley Pre-School (St. Helen's) registered in 2011. It is part of a privately owned group of provisions and operates from a classroom within St. Helen's Primary School on the Isle of Wight. The preschool has its own entrance and a fully secure outdoor play area. In addition, they are able to have shared use of the school hall and playing fields.

The provision is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. Registration allows care to be provided for a maximum of 24 children under eight years at any one time; all of whom may be in the early years age group and three of these may be under two years. The provision is eligible to receive funding for the provision of free early education to children aged three and four. There are currently 14 children on roll. The provision welcomes children with learning difficulties and/or disabilities and those who speak English as an additional language.

The provision operates Monday to Friday from 7.45am to 5.45pm for 51 weeks of the year, closing only for one week over the Christmas holiday period. Five members of staff are employed to work with the children, all of whom have suitable qualifications. The group receives support from the local authority and teaching staff from the school.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled, contented and happy and staff follow individual routines to meet children's needs. Children make decisions about their play, accessing resources which strongly support most areas of learning. Their independence is therefore encouraged in the main. The setting has a clear awareness of strengths and areas for development, including developing activities and resources to extend children's awareness of the diverse society in which they live. All parents, children and staff are able to communicate ideas for improvement, which are implemented to ensure continuous improvement within the setting.

## What steps need to be taken to improve provision further?

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

- Develop opportunities for children to independently access a variety of resources which promotes their mark making
- promote positive attitudes to diversity through activities that encourage children to talk about similarities and differences, to help them to learn to

- value their own and other people's lives
- further promote children's personal independence during snack time routines.

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

Children are able to play in a secure environment where risks are identified, recorded and action taken when necessary. There are effective systems for recruitment and vetting of new staff to ensure their suitability to work with children. Children are safeguarded because all staff have an understanding of child protection procedures. Training in this area is undertaken by staff and the manager is the designated person and takes overall responsibility. She liaises with the providers, and parents are made aware of the setting's responsibilities through the written procedures. Staff work in collaboration with parents and gain additional training to meet the health needs of individual children. Confidential systems are in place to record accidents and the administration of any medication. All required documentation is in place to support the running of the setting.

The staff and management team have worked hard to establish the setting and settle new families. They are motivated to work as an effective team. They have a good understanding of strengths and weaknesses of the setting. These are being prioritised with those that have the biggest impact on the children. Systems to identify strengths and weaknesses of individual staff members are being introduced through peer observations. Annual appraisals and training plans are in place to support staff's professional development. The manager is keen to gain feedback from external agencies and work towards implementing suggested changes. Parents' views are also valued and their thoughts are gained through informal discussion or completed documentation. The staff continue to be reflective in the deployment of resources and have adapted the layout of the setting. Through evaluation, the manager has highlighted some areas where additional resources would further support children's learning. Children self select materials from those in open storage around the setting. The equipment in place is of good quality and fit for purpose, the environment is conducive to learning, safe and well cared for. Staff deploy themselves effectively to support the needs of the children in their care.

The staff are establishing good links with parents to enable them to gain an awareness of each child's background and individual needs. Those with specific needs are being fully supported by the staff who have completed additional training to increase their knowledge. Children are starting to value and respect others within the group. Through evaluation, the setting is starting to increase the resources which support children's understanding of diversity. Activities are adapted to enable children of varying ages to work and play alongside each other. The staff's knowledge of children and clear systems of planning and assessment enables challenges to be tailored to individuals. Parents are kept fully informed of their child's development. They are also encouraged to contribute their suggestions to support their child's learning. Detailed general information is shared with parents initially and thereafter. Displayed information keeps them informed of daily activities so they can discuss these with their children. Therefore, the setting has

established positive relationships with the parents. This has been extended to others involved in the care of the children. Effective links have been made with the school for shared activities which support children's later transition. Weekly shared story time and involvement in events and special assemblies enables children to feel part of this community.

## **The quality and standards of the early years provision and outcomes for children**

Children have settled well, considering the short time they have been in the setting. Most are able to easily separate from parents and enter the classroom confidently. They choose where they would like to play and can access some additional equipment from open units, although there are fewer resources for children to freely choose for mark-making activities. Some children show good levels of confidence and give staff members instructions or ask them for help when required. The staff are relaxed and effective in their teaching. They join in with child-led play, using open ended questions to enhance children's learning further. Staff have a good understanding of the individual needs of the children. Planning of future activities is based on the next steps identified for individual children. Therefore, children's interests are used to support the strong progress they are making.

Children are developing a sense of how to stay safe. Staff offer consistent reminders about their safety in relation to sitting on the chairs properly. Most children feel secure and contented. As staff follow individual routines, children are able to sleep or rest according to their own needs. Children demonstrate their awareness to follow good personal hygiene routines. They know they need to wash their hands after they have tidied up in preparation for snack. Staff organise snacks and drinks for a social snack time. However, this part of the session doesn't continue to promote children's independence. Physical activities inside and out promote children's understanding of maintaining a healthy lifestyle. Staff balance these times with child-led play, along with adult-led physical challenges, for example, hopping and jumping activities using stepping stones.

Children are progressing well in their communication, literacy and skills relating to information and communication technology. Staff support children's conversational skills to give them confidence. Children have many opportunities to enjoy shared stories or access a well displayed selection of books which promotes independent reading. Children are becoming adept at using technological equipment. They use cameras and access suitable programmes on the computer. They explore and investigate both inside and out. In the garden, they look at their natural environment. They get involved in feeding the birds and caring for their outside space. Inside, they design and build structures using their imagination. Children behave well and generally manage to share resources. Some are observed supporting each other as they demonstrate their awareness of others, for example, one child collected a tissue for an upset child. They are able to work well independently, as well as collaborating and cooperating with their peers.

Therefore, everyone is able to make a positive contribution to the setting.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **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