

Clifford Pre-School Playgroup

St. Johns Catholic School for the Deaf, Church Street, Boston Spa, WETHERBY, West Yorkshire, LS23 6DF

Inspection date	13/11/2012
Previous inspection date	14/10/2008

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 effective planning and assessment arrangements means that staff know the children's next steps in learning well and so children make good progress.
- Children's learning and knowledge is enhanced through interesting and stimulating visits in the wider environment, such as to the local veterinary practice.
- A clear focus on exercise, diet and personal care means that children have a good understanding of the importance of healthy lifestyles.
- The strong caring and nurturing aptitude of staff and the effective key-person system mean children are happy and settled in the setting.
- Strong partnership arrangements mean that the setting is able to ensure all children are included.
- Good appraisal and self-evaluation processes means that there is a focus on improving outcomes for children.

It is not yet outstanding because

- the use of additional facilities offered by the partner school is not managed well meaning that children lose interest whilst staff are making ad hoc arrangements
- the management committee do not ensure the parent voice is effectively heard in the self-evaluation process and are not sufficiently involved in the monitoring of the setting to gauge the impact of improvements on children's learning.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector toured the premises.
- The inspector observed staff and children working together.
- The inspector reviewed a sample of documents including policies and procedures, planning and individual child records.
- The inspector interviewed the manager of the setting.
- The inspector talked with parents.

Inspector

Geoff Dorrity

Full Report

Information about the setting

Clifford Pre-School Playgroup opened in 1995 and is situated in the village of Clifford, near Boston Spa. It operates from three rooms in the building of St. Johns School for deaf children. All children share access to a secure outdoor play area.

The playgroup is open each weekday from 9.15am to 3.15pm for 38 weeks of the year. It

is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 24 children on roll attending for various sessions. Children come from the local and surrounding areas.

The setting provides free early education funding for three and four year olds. The setting supports children with special educational needs and disabilities, and those who learn English as an additional language.

The nursery employs three members of staff. Of these, two hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

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

- formalise arrangements for the use of facilities in the school to ensure efficient use of time
- enhance and strengthen the monitoring arrangements by the members of the management committee to ensure delivery of the early years foundation stage is secure, fully engage parents in the self-evaluation process, and enable them to measure the impact of any improvements.

Inspection judgements

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

Staff have a good knowledge of the revised education programmes, including the introduction of the progress checks for two year olds. Staff effectively revise their planning, assessment and tracking systems to help children enjoy a suitable variety of activities across the seven areas of learning. This enables them to make good progress in their learning and development. Children have good use of toys and resources that are on offer. Staff support learning through an appropriate balance of adult-led and child-initiated activities meaning children's individual learning styles and interests are well-catered for and their individual learning is guided through focussed interventions.

The youngest children begin their day in the activity room, with adults leading activities such as making play dough. This activity develops children's literacy and numeracy skills through good use of recipe cards and volumetric measure. Children confidently recognise numbers and then measure using cups. Staff skilfully question children in their

understanding, asking whether there is more or less, and which number is larger. Children enjoy making cards and printing and painting enabling them to develop their creative skills in art and design. They also practice early writing as they practise writing their name to sign their work. Other activities enable children to play alongside each other and develop their skills in sharing and playing together. Such as, in the small village using model houses, cars and people to act out everyday activities. Later in the morning they move into freeflow activities, where they make their own decisions about what they would like to play and select resources for themselves from low-level shelving.

The setting further extends children's learning experiences with visits to places of interest, such as the vet, where children gain an understanding of caring for animals. They also develop their understanding that symbols carry meaning, through staff highlighting the use of words in the environment, such as on the name plaques at the vets.

Children's physical development is effectively promoted. On a daily basis they spend time playing in the well-equipped outdoors, such as climbing on the wooden climbing frame. At least once a week they have opportunities to access the hall or drama studio in the attached school building. They pretend to go on space journey interpreting zooming to the moon, or twinkling like the stars, in movement, spinning around and pretending to float, or moving very quickly and very slowly. However, access to these areas is not well organised. Time can be wasted when finding that the hall is already booked and children lose interest whilst staff are making ad hoc arrangements.

Children are gaining skills in meeting their own needs. For example, staff encourage them to access their own drinks from the water dispenser when they are thirsty. They look after their own personal hygiene when toileting and by washing their hands. This they do independently, but know when to ask for assistance.

All children have an individual learning file which contains detailed and extensive assessments. There are individual plans and tracking information alongside observations and examples of their work. This helps staff to measure the progress that children make. Parents comment on how detailed the baseline assessment is they undertake with the setting on entry, and how well they are kept informed about their child through open access to these files, informal conversations and more formal meetings. This enables them to effectively support their children's development at home.

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

There is a well-embedded key person system in place. Staff are extremely knowledgeable about the individual children in their care. Their warm and attentive care helps the children to feel extremely at ease and increases their confidence. Staff are alert to the feelings of children, and suitably acknowledge them. If a child appears upset then they use known favourite activities to settle them. A theme of 'People who are important to us' encourages children to bring photographs from home into the setting, developing a continuity and helping children to feel secure. Parents are confident their children are well looked after in the 'caring and nurturing' environment.

Children are encouraged to develop a healthy lifestyle. This is a particular strength of the setting. The healthy living wall asks 'What did you do for healthy eating or exercise?' Children's responses are recorded, such as, I played football and ran very fast; I went for a long walk; I ate peas and drank milk; I had a bath and cleaned my teeth before bed. This demonstrates their understanding of leading healthy lifestyles. Other activities to enhance children's understanding of healthy eating include a cafe area set up with healthy menus and a further healthy eating role play area themed as a fruit and vegetable shop. The pre-school takes part in the World Health Milk Day. Staff plan these activities effectively to develop children's numeracy skills through activities such as counting bottles. Children have direct access to the immediate outdoors and regularly use the wider environment of the school fields where they can run freely and develop ball skills.

Children have a good understanding of issues of personal hygiene and know that you have to wash your hands to get rid of the germs. Although the setting does not provide lunches, parents are given guidance regarding the contents of the packed lunch boxes. Suitable arrangements are in place for those children who have allergies, with notices in the kitchen area, and on their personal files. Parents are aware of these and ensure that their children's packed lunches do not include specific items which may affect others, for example, nuts. This helps to make sure that children with allergies are protected from accidental contact.

Staff promote children's good behaviour, confidence and self-esteem by praising them warmly and recognising their achievements. For example, staff praise children for carrying the snack basket around the tables sharing the food. They value children's artwork effectively by presenting it in displays.

Children make friends with one another and enjoy spending time with their peers. They are encouraged to share, be kind and show respect for one another. For example, staff gently intervene and help them to share when they quibble over the glitter and glue.

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

Staff implement policies and procedures effectively. Management demonstrate a clear understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage. Risk assessment is in place and the maintenance of the premises and management of the safety systems good. Robust recruitment and selection processes mean children are effectively safeguarded. Staff are fully familiar with the procedures to follow in the event of a safeguarding issue arising with referral processes being on display in the office area.

Development of the staff team is a high priority of the management and staff have appropriate qualifications. The manager monitors the delivery of the curriculum through peer review. However, the management committee do not take a role in this, although they receive reports from the manager. The chairperson of the committee is responsible

for a formal appraisal system. This takes the form of an annual conversation, includes the views of colleagues, identifies areas for improvement and sets clear individual targets for development.

The established self-evaluation process identifies the achievements of the setting and areas for further improvement. For example an area identified for improvement has been boys' literacy. As a result an action the setting is taking is to provide a light box to increase boys' interest in writing. They also identified the need to update the children's profiles in light of the revisions to the Early Years Foundation Stage. This has been effectively implemented. The setting works with the local authority adviser and the Pre-school Learning Alliance. These independent assessments identified a need to make the office area more secure and to further enhance the heuristic play opportunities. Both these recommendations have been completed as have all the recommendations from the previous report. However, this self evaluation process does not formally involve parents or children meaning that their views are not fully taken into account.

Relationships with parents and carers are secure. On a daily basis staff share information about the activities the children have been involved in and keep parents updated with changes in their children's development. For example, staff invite parents to attend regular meetings to discuss the progress their children make and where they may need additional support. Parents speak positively about the service and feel staff are 'friendly and approachable'. The staff establish good arrangements for working alongside other professionals, which means that children with special educational needs and/or disabilities can be fully included. For example the setting works closely with the attached school to ensure that they jointly work together to enable children to fully access the setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. 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	512725
Local authority	Leeds
Inspection number	819440
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	24
Name of provider	Clifford Pre-School Playgroup
Date of previous inspection	14/10/2008
Telephone number	07776 078346

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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 that are usually their 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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