

Queensgate Pre-School

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

Inspection date	20/05/2013
Previous inspection date	25/09/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 pre-school places a strong emphasis on supporting children's mathematical skills. This is because practitioners are skilful in encouraging children to count reliably within activities and play, and suggesting ways to solve problems they encounter.
- Knowledgeable practitioners have a very good awareness of how young children learn and develop. Consequently, they extend children's learning through play, discussions and within group activities.
- Children are highly confident and show an excellent level of independence for their age. This is as a result of the carefully organised learning environment and accessible resources, developed to meet children's interests and keep them motivated.
- Children show superb cooperative skills when playing together because practitioners use consistent praise and encouragement. This promotes children's self-esteem and social skills, enabling them to form positive relationships.

It is not yet outstanding because

- There is scope to strengthen the outdoor area with even more wording and print, to create an environment that fully supports children's early literacy skills and ignites their interest in letters and words.
- There is scope to further embed supervision techniques to ensure that the already good practice achieved is evaluated and monitored to continue to improve practitioner's knowledge, understanding and practice, in the pursuit of excellence.

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.

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 observed activities in the pre-school room and the outdoor environment. She also observed the snack time.
- The inspector looked at children's profiles, containing observations and assessment records. She also looked at evidence of the suitability of practitioners, and a selection of policies and risk assessments.
- The inspector completed a joint observation with the manager and had discussions with the key persons.
- The inspector held meetings with the manager and the deputy.
- The inspector also took into account the views of parents spoken to on the day and through the feedback sheets.

Inspector

Caroline Stott

Full Report

Information about the setting

Queensgate Pre-School registered in 1990. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. 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.

The pre-school employs seven members of childcare staff. Of these, the manager has Qualified Teacher Status, five staff hold an early years qualification at level 4, 3 and 2, and one is working towards a level 2 qualification. The pre-school opens Monday to Friday from 9am until 12noon, term time only. On Tuesday, Wednesday and Thursdays a lunch club is offered from 12noon until 1pm. Children attend for a variety of sessions. There are currently 27 children attending who are within the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities. The pre-school is a member of the Pre-School Learning Alliance and receives support from the local authority.

What the setting needs to do to improve further

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

- strengthen the techniques to evaluate and monitor practice to ensure the first rate practice already achieved is sustained and consistently improved upon

- enhance the outdoor environment with even more wording to create an environment rich in print, in order to ignite children's interest in letters and words.

Inspection judgements

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

The knowledgeable pre-school practitioners provide purposeful and developmentally appropriate, varied and challenging experiences and activities in and out of doors. This inspires children to engage in high levels of play and learning, promoting their curiosity and imagination. For example, the topic of mini beast explores and stimulates children's knowledge of these insects even further. Children are encouraged to think about what insect is being described through an activity of 'what is in the bag'. Skilful practitioners question and challenge children to think about the significant features and quantity of limbs described. This means practitioner's interaction and guidance extends children's thinking and learning because they adapt and re-shape activities to fully support children's

individual needs. Consequently, children are motivated at varying levels through shared attention, enabling them to succeed and be ready for the next stages in their learning. Children's learning and development is assessed thoroughly through observations, linked to the areas of learning and next steps in their development. Planning and assessments are efficient in order to meet different children's individual interest and needs. This means children are supported well to acquire and develop more skills and make good progress across the seven areas of learning.

Children's communication is actively promoted because practitioners motivate and build on previous learning. During circle time practitioners stimulate children's interests during discussions and use appropriate questioning. They encourage children to listen and concentrate, to talk about what they have done and what they want to do. For example, children recount how they have made 'nest' collage pictures using various materials to create their representation. This is supported further as practitioners encourage children to examine photographs of birds and look at a 'real' birds nest in a box. Practitioners and children discuss in great detail what materials are used to build the nest and what the nest is used for. The outdoor area supports children's language and play as they hunt for woodland creatures; this enables children to describe their thoughts and observations. For example, children comment 'a stinky one' and 'I knew I found all of them' as they spot and match creatures. This means children's understanding of the world through recognising similarities and differences is met successfully through a range of activities and experiences. Photographs and pictures display and explain different activities about the pre-school room. Although, opportunities to support children's interest in letters and words further in the outdoor environment, such as through signs, posters and symbols, are not as rich. This does not enhance children's understanding that print carries meaning, in order to further support their early literacy skills.

The pre-school places a strong emphasis on supporting children's mathematical skills because practitioners encourage children to count reliably during activities and recognise numbers within their play. For example, children are encouraged to count heads of their friends at circle times. They discuss quantities of insect features, birds in the nests and while outdoors look for numbers requested. Practitioners encourage children to solve problems they encounter, such as adding two sides of insects limbs together to get the desired result. Children's listening and understanding skills are supported effectively through 'talking tins', which prompt children to engage in a task and/or follow instructions. This means children give their attention appropriately and are inspired to follow the task through. The outdoor area supports children's imaginative play well as they pretend to go shopping, using wooden equipment with wheels and levers as their vehicle. Children actively move construction materials about the outdoor area. They use clip boards and pens, and ascribe meaning to the marks they make. This means children safely embrace their own play and ideas through organising their activity with the support of nearby practitioners and a wealth of resources. Therefore, children's learning and development is promoted through investigations and planned purposeful play in and out of doors.

The pre-school has established a strong relationship with parents. Parents are encouraged to have visits with their children, to help them settle. Key persons complete a 'home start' booklet with parents in order to share what they know about their children. This enables the practitioners to gain knowledge of children's likes and dislikes, and care needs. The

key persons complete 'settling in observations' to identify children's valid starting points and gain knowledge of their interests. Parents discuss and add their observations about their children's abilities and achievements to further support key person's knowledge of what children can do. Parents regularly look at their children's development and learning profile and parent evenings are regular events. Therefore, parents are highly involved with their children's learning and progress.

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

The pre-school has a very well organised and well planned environment, and offers an extensive range of play materials developed from children's interests and abilities. For example, woodland creatures during a picture hunt outdoors are requested by children to be used in the following days play. Consequently, children are involved in planning their future play experiences supported by practitioners who promote ideas and available resources. This means children engage in their play freely which assists their confidence and self-awareness. The key person system is successfully in place and they ensure that children form good emotional attachments, through regular visits to the pre-school and provide a relevant settling in period. For example, allergy plans and bags are established for individual children with recognised needs to maintain their well-being and ensure their individual care needs are fully met.

Children are highly confident and show a good level of independence for their age, as a result of nearby supportive practitioners encouraging children to try and do things for themselves. For example, children are supported in the safe use of scissors and with appropriate praise and help, they practise the skill and are proud of their achievements. Children are encouraged to self-register and show how they feel 'happy or sad', through supportive peg clips. This means children are supported to develop a positive sense of themselves and gain confidence in their own abilities. Good relationships are encouraged and children are helped to understand consistent boundaries within the pre-school because practitioners give clear messages to children about acceptable behaviour and manners. The outdoor area provides various opportunities for children to explore freely, such as a large construction area, a digging area and quiet areas. For example, the den enables children to sit inside to talk amongst friends, developing early friendships and social skills. Children safely negotiate space and develop control in their coordination as they practise movements and master the use of play equipment in many ways.

The pre-school supports transitions effectively because practitioners meet with the reception teachers and pass on valued transition forms. 'How you can help your child with transition' sheets are given to parents to complement children moving to school. Termly reports are completed by key persons and parents add their views and conclusions to support home learning. Regular parent evenings are valued highly by parents as this enables them to contribute to children's profiles and discuss their children's progress with key persons. Information of children's interests, knowledge and achievements are shared through daily diaries, and copies of the termly report between the different settings children attend. As a result, continuity of experiences for the children between settings is supported appropriately. This means the partnerships with parents and other professionals

are efficient in order to provide continuity for children in their care and aid transitions to the local schools and other settings.

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

The pre-school's practitioners have a secure understanding of the learning and development requirements of the Early Years Foundation Stage and their teaching is rooted in a good knowledge of how children learn and develop. Key persons monitor and track children's progress through effective observations, planning and assessments, to ensure that any gaps in children's learning or development are quickly identified. For example, records that identify a slight weakness with children's communication and language are quickly pin-pointed and acted upon. Consequently, practitioners have a secure awareness of children's strengths and any areas where their progress is less than expected. This means children's abilities and achievements are recognised and supported across the seven areas of learning. The manager monitors key person's observations and termly reports to ensure that children's progress and abilities are accurately understood by their key persons. As a result, children are supported well and make good progress in their learning and development through a broad range of learning experiences.

The safeguarding and welfare requirements are met and monitored effectively to create a stimulating and safe environment. Risk assessments are implemented and fire drills completed regularly, which ensures that risks to children are minimised. Recruitment procedures are thorough, which ensures that practitioners working with children are suitable to do so. Practitioner's complete safeguarding training and are aware of local safeguarding procedures, such as, to ring 'the golden number' and how to report concerns about children in their care. They update their training to meet children's needs, such as, completing first aid and epi-pen training. They all have individual training and professional development plans in order to improve their knowledge and practice. The manager monitors practitioner's key children's profiles and is fully aware and identifies in the self-evaluation that the new supervision techniques need to be carefully monitored to ensure practitioner's knowledge, understanding and practice is further improved upon.

The pre-school has completed a thorough self-evaluation that identifies strengths and weaknesses and is used to set challenging targets for improvement. The committee and management team hold regular meetings to identify priorities and set targets for improvement. For example, they have plans to update the building for the benefit of the children and the pre-school as a whole. The parents are consulted on a regular basis through questionnaires to ensure their views are included.

The pre-school has established strong partnerships with parents. Parents speak and write highly of the care and support given by the pre-school team. Transition forms and termly reports are completed for schools and other settings as required. Practitioners work with parents and relevant professionals to gain appropriate support for children and parents as needed. For example, speech therapists visits are encouraged and their reports are used to assist individual children as required to support their learning and development needs.

Consequently, children's varied needs, and their learning and development requirements, are shared in order for all those involved with them to ensure a consistent approach.

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 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 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	314701
Local authority	East Riding of Yorkshire
Inspection number	868257
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	27
Name of provider	Queensgate Pre-School Committee
Date of previous inspection	25/09/2008
Telephone number	01482 862879

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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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