

Cowling Pre School & Toddlers Ltd

Cowling Village Hall, Acre Road, Cowling, KEIGHLEY, West Yorkshire, BD22 0FN

Inspection date	07/05/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy, secure and settled within the provision. They have established warm, friendly relationships with the adults who care for them and are developing firm friendships with their peers. As a result they enjoy their leisure time at the provision.
- Children are developing a clear understanding about healthy lifestyles, because staff provide opportunities for them to play outdoors and activities which promotes their physical development.
- Children play in a safe environment as staff assess risks regularly and ensure all potential hazards are minimised. They promote children's understanding of safety through discussion and routines. Consequently children are beginning to take responsibility for their own safety.

It is not yet good because

- The educational programmes around understanding the world are not fully developed. Children's understanding of information, communication and technology is limited due to restricted availability of resources.
- The self-evaluation is not fully effective and does not fully incorporate the views of parents and children in order to effectively identify and act on areas for improvement.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children involved in activities in the main hall and the outside area.
- The inspector spoke to the manager, staff and children during the inspection. The inspector also held discussions with one parent.
- The inspector checked evidence of suitability of staff working in the provision, children's assessment records and a sample of policies and procedures.

Inspector

Shazaad Arshad

Full Report

Information about the setting

Cowling Pre School & Toddlers Ltd was registered in 2012, at the current premises, on the Early Years Register and the compulsory part of the Childcare Register. It is situated in the village hall in the village of Cowling on the outskirts of Keighley, in North Yorkshire. The setting serves the local area and is accessible to all children. It operates from one main room and has access to other rooms within the centre, such as the sports hall. There is a fully enclosed area available for outdoor play.

The pre-school employs five members of childcare staff. Of these, the manager holds a level 5 qualification and all other staff have appropriate early years qualifications at level 3. The pre-school opens Monday to Friday for 38 weeks of the year. Sessions are from 9am until 3pm. Children attend for a variety of sessions. There are currently 33 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.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the educational programmes around understanding the world are extended to include the use of information, communication and technology.

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

- extend the self-evaluation process to identify all areas for improvement and take into account the views of children, parents' and staff so they feel included in decisions about future changes, to benefit children's care and learning.

Inspection judgements

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

The manager and staff have a sound understanding of the learning and development requirements and how to capture children's attention. They recognise that children learn through play and provide a warm and welcoming environment where children feel confident and secure. Systems to assess children's starting points are in place and transitions within the pre-school are appropriately managed in order to ensure consistency of care. The pre-school gathers information from parents and parents add details from

home to ensure satisfactory continuity of learning. Further to this, staff have begun to build positive relationships with schools in the local area, thus supporting older children's transition to school and their next stage in learning. Teaching is satisfactory and staff know some of the children well and observe them on a regular basis to find out what they can do. They are familiar with supporting documentation, such as the Development Matters in the Early Years Foundation Stage guidance, and use this successfully to ascertain what children need to do next. Consequently, staff plan challenging experiences for individual children. As a result, children make sound progress.

Children enjoy easy access to a broad range of books and reading material and children of all ages enjoy singing and participating in action songs and rhymes. For example, an older child spontaneously breaks out into song during circle time and younger children follow. Staff successfully encourage children to join in with outdoor activities and they enthusiastically carry the leaf tray and colour the leaves. They follow the instructions well and carefully trace the leaves. As a consequence, children's listening and attention skills are appropriately promoted. Staff talk to children as they play and during every day routines. Staff consistently use talk to describe what is happening or is going to happen. For example, they introduce props during circle time to further engage some of the younger children. Children have some opportunities to learn about nature and the world around them through planned activities. For example, a group of children have recently engaged in exploring the environment and taking care of plants. Leaves from trees have been brought into the setting and have provided children with opportunities to see 'what happens next' and to study plant life. However, the opportunity to extend children's knowledge and understanding by the use of information, communication and technology is less well developed, due to very limited resources. Consequently, the educational programmes around understanding the wider world are restricted which hinders children developing further skills for the future. Children are introduced to mathematics in a variety of play activities and everyday routines. An example of this is the process of counting in everyday activities. Children have opportunities to be creative, as they enjoy singing and listening to music, using musical instruments and role play.

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

Children's personal, social and emotional development is a positive strength of the pre-school and provides a firm foundation for the next stage in children's learning as they progress to school. Children are settling well because practitioners have sound knowledge of their individual likes, needs and routines. The developing key person system and the balance of adult attention ensure that all children form positive and trusting relationships with the staff. Younger children are beginning to settle because staff take the time to find out about their routines through discussions with parents. They can then ensure continuity of care by following the same care routines. Children seek staff for reassurance and cuddles when they are feeling tired. This provides children with a secure and safe environment for them to develop their confidence and self-esteem. In addition, this means children build secure bonds and attachments with their key person.

Children are generally well behaved and have a developing awareness of right and wrong,

responding positively to guidance from staff. For example, they share their outdoor resources and take turns to use outdoor equipment. This demonstrates their suitable understanding of working with their peers. They are encouraged and praised and their efforts are acknowledged appropriately. For example, children colouring the leaves are careful not to tear them. Children select and choose their own activities and enjoy the responsibility of carrying out small tasks, such as getting their own water drinks and organising the cones outdoors. This demonstrates they are learning skills for the future. They develop self-care skills well, for example, they put on their own coats before going outside, attend to their own toileting needs and make healthy choices at lunch and snack times. Staff ensure parents provide healthy foods in the children's lunch box and information on healthy living is displayed for parents. During meal times children respond positively to guidance and instruction from staff and are aware of the routines, waiting their turn to wash their hands. Staff support children to learn to stay safe as they regularly practise the fire evacuation procedures, follow safety rules and play in a secure environment. Children explain to staff they are making sure the safety cones are located near the door so children do not ride their bikes too close to the door. They also explain they are wearing their hats to keep them protected from the sun.

Staff have a suitable system in place to support children with transition to pre-school. This procedure includes obtaining all the required information from parents and recording some relevant information on their care plans. This ensures transitions are sound.

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

This is the first inspection since re-registration and the manager and staff team work well together and share a commitment to providing good quality care and learning for children. They are enthusiastic and motivated to develop the provision. The inspection was brought forward following an investigation that found observation and assessments did not clearly demonstrate children's level of achievement, their interests and learning styles, progress made and how the setting intend to plan to support a child to take the next steps in their learning and development. As a result, Ofsted raised an action. At this inspection, It was found that the observation and assessments are sufficiently in place. The observation and assessment arrangements have been considered and adapted by the whole staff team. They clearly identify children's starting points and identify children's next steps. in addition, the manager has been active in seeking support and guidance from other professionals and providers in order to share ideas and good practice around assessments. She is beginning to monitor the educational programmes and the quality of teaching and learning to ensure a varied range of appropriate activities are provided to capture children's interest. However, she recognises the weakness in relation to the educational programmes around understanding the world. As a result of limited resources in the area of information, communication and technology, children are not developing key skills in this area. Arrangements to evaluate the provision are in place and an action plan has been prepared in order to allow the manager and her team to identify and work on areas for improvement, contributing to their continuous improvement. For example, they have significantly improved observations and assessments. However, the self-evaluation of the

setting is very recent and does not fully identify all areas for improvement. In addition, parents, staff and children's views are not included.

The manager has a secure understanding of the Statutory Framework for the Early Years Foundation Stage. The safeguarding and welfare requirements are understood and appropriate policies and procedures underpin practice within the group. Clear and concise risk assessments are used to manage potential risks to children both within the setting and when on outings. These are regularly monitored and reviewed, along with daily checks to further support children's safety. A range of policies and procedures are in place and made available to parents, enabling them to have an awareness of the setting's responsibilities to support children's safety and well-being. Regular staff meetings ensure that all those working with children are kept informed of changes, for example to legislation and are offered in-house training. This system supports and enhances staff's personal development and contributes to meeting the ongoing needs of children. Regular supervision and appraisals enable the management team to identify learning and training needs for each individual staff member. As a result, the staff team are growing in confidence and developing skills in order for them to support children's wide ranging needs.

Partnerships with parents are developing and they speak positively of the welcoming staff group and the care that their children receive. Arrangements are developing in ensuring parents play an active role in their child's care and learning. Regular updates on children's interests and achievements are shared between staff and parents and any comments noted in children's individual files. Parents' views are obtained informally through discussion and more formally through questionnaires. Wider partnerships with appropriate professionals and other providers of the Early Years Foundation Stage are beginning to be established in order to best support individual children. For example, the local authority advisor has visited to start the process of support.

The Childcare Register

The requirements for the compulsory 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	EY454450
Local authority	North Yorkshire
Inspection number	904490
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	33
Name of provider	Cowling Preschool And Toddlers Limited
Date of previous inspection	not applicable
Telephone number	07527847842

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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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