

Lightcliffe Pre-School

Inspection report for early years provision

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Inspector Jane Wyncoll

Setting address C/o Christchurch, Hipperholme-Lightcliffe LEP, Wakefield
Road, Hipperholme, Halifax, HX3 8AA
Telephone number 07816216292
Email
Type of setting 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*.

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Description of the setting

Lightcliffe Pre-School opened in 2007 and operates from the lower ground floor within Christ Church in the Hipperholme area of Halifax. The car park is partly closed off and used as the outdoor play area. The setting is managed by a committee. A maximum of 24 children in the early years age group may attend at any one time and none of these may be under 2 years. The pre-school is registered on the Early Years Register. The pre-school is open on Monday to Thursday from 9am to 3pm during term time only. There are currently 27 children on roll. Ten children receive funding for early education. Children come from the surrounding area. The pre-school currently supports children with special educational needs. The nursery employs five staff. Of these, four hold an appropriate level 3 qualification and one member of staff is working towards a level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident, enthusiastic and very well cared for at the pre-school. A dedicated, knowledgeable and experienced staff team builds very close relationships with children, parents and other professionals which support individual needs and interests very effectively. Well-planned, stimulating and engaging environments are created which enable children to make good progress. Policies and procedures generally keep children safe and secure, although some records and procedures are variable in quality. Staff reflect on their practice regularly and use the self-evaluation process to identify some areas for improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure all adults who have contact with children, including volunteers, are suitably checked
- 23/12/2011

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

- improve risk assessments to make sure they cover everything with which children could come into contact, including storage areas
- review and extend children's records to include all information about who has parental responsibility and legal contact with each child
- ensure that policies and procedures are explained to and accessible to, all parents.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted as all staff are confident and secure in their knowledge of safeguarding procedures and update their training regularly. All staff are suitably vetted and checked. Volunteers are generally well supervised but do not always have appropriate checks carried out which means children are not protected as well as they might be. The majority of staff hold current paediatric first aid qualifications so there is always a first aider present to ensure minor accidents and ailments are responded to appropriately. Sound and appropriate records are kept with children's details and contact numbers in case of emergencies. Staff understand children's living arrangements, although details are not currently recorded. Keeping children secure is achieved through close supervision, accurate registers and the use of door locks. However, risk assessments do not cover all areas that children might access. Consequently, children are not fully protected from possible hazards.

The pre-school has a wide range of imaginative resources. Staff skilfully create very effective learning environments indoors and outdoors as they set up each session. All staff have a sound knowledge of the Early Years Foundation Stage and of children's learning and development. They support learning particularly well which helps children to make good progress. The staff team is committed to reflecting on and improving their practice and is beginning to use the self-evaluation process to identify areas for development. For example, they have developed their outdoor resources and responded to parents' wishes for another session.

Parents speak highly of the pre-school and the very close links they make with their children's key person. When children start at the pre-school detailed information is collected and discussed with parents. However, information about the pre-school's policies and procedures are not made easily accessible to parents. A flexible programme of induction visits are provided which very successfully support children in settling into the pre-school. Parents and carers are always warmly welcomed into the setting to talk with staff at the beginning and end of sessions. Parents are encouraged to contribute to their children's learning journey records and attend open evenings. This means achievements are shared and any concerns addressed which ensures children's individual needs are met very well. Several parents are members of the committee and take an active part in running the Pre-School.

There are strong partnerships between the pre-school and other professionals. Advice and support is sought for children who have special educational needs and/or disabilities and staff create personal learning plans in consultation with parents. Children's transitions to school are well supported through close links with the local school. Information is shared and visits are arranged which help children become familiar with their teachers. Children get to know their local community well. They regularly visit local shops and the library. Volunteers from the local community help with activities such as preparing and serving snacks and playing the piano for song times. Children develop a good awareness of differences

through the diverse images and resources provided in the setting.

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

Children explore a wide range of creative opportunities. Their play is supported particularly well by adults. Children's interests are observed and responded to so that they are challenged to make good progress. For example, staff notice children playing with the outdoor water tray and suggest they add warm water which leads to discussions about hot and cold air as they watch steam forming. Children's knowledge of the world around them is further developed as they find a tiny spider and fetch a bug box to observe it more closely. Good physical skills are acquired as they confidently climb and slide on the climbing frame. Children's creativity is well supported because they access a range of collage and paints freely. They develop their imaginations creating a horse from a large tube and galloping along as they sing a song they have learnt. Children learn the skills they need for writing as they choose to make-marks on clipboards in the home corner. They develop effective problem-solving and counting as they squeeze playdough through a press and work out many 'cakes' they have made. Children's language development is very successfully promoted through highly engaging story times and carefully planned fun activities in small groups. A wide range of technological items such as keyboards, calculators and cameras are used in their play. Consequently, children are developing very good skills for the future.

Children develop positive hygiene practices as they learn to use the toilet independently and wash their hands before eating. Healthy snacks and drinks are provided in their cafe-style snack time. Children eagerly choose from fruit or yoghurt and use small jugs to pour their own drinks as they socialise together. They help themselves to water throughout the session. Behaviour in the pre-school is very good and staff support children in learning how to resolve disputes. Small group drama sessions help them explore different feelings and emotions. Children help make decisions about their own rules as they agree a sign to show when it is safe to go on the climbing frame. Their excellent independence skills are acquired as they find and put on their own shoes and coats when they move between the indoor and outdoor areas. They are eager to help each other with tricky buttons and zips.

Children learn to keep themselves safe. For example, they are encouraged to consider whether their play horse is too high and decide how to be careful as they climb on and off. Independent use of scissors and the use of brushes and rollers to wash the porch windows show children have a good understanding of how to use tools safely. They take part in regular fire drills and practise road safety as they walk to the local shops and library.

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

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

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 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 | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| 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

| | |
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| 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

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| Outcomes for children in the Early Years Foundation Stage | 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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