

Willerby & Kirk Ella Pre-School Ltd

St Andrews Memorial Hall, Beverley Road, Kirk Ella, HULL, North Humberside, HU10 7AA

Inspection date

02/07/2013

Previous inspection date

14/10/2009

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

- Children are motivated and engaged because the practitioners are sensitive to their thinking and learning and decide when to interact and when to value children's independent play. They talk through what they have done and what they are doing.
- There are strong partnerships with parents and others who are involved in the care and learning of the children, which ensures that children receive relevant support and consistency and continuity in their care, and their learning and development.
- The experienced practitioners support all children to make good progress through child-initiated and structured adult-led activities. They make the most of opportunities to extend children's learning through play, discussion and group activities.
- Children show sound levels of independence and as a result, they are willing to 'have a go' and experience their choice of play, and they show high levels of curiosity and imagination when exploring the learning environment indoors and outside.
- The planning helps practitioners to understand individual children's level of achievement, interests and learning styles, and they use this well to shape and guide learning experiences for each individual child through positive interactions.

It is not yet outstanding because

- The management of behaviour does not fully help children to learn even further consequences of their actions and help them to begin to appreciate the effect that their behaviour has on others.

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.

Inspection activities

- The inspector observed activities in the hall and back room, and in the outdoor area. She also observed the snack time and lunch club.
- The inspector looked at children's files, containing observations and assessment records. She also looked at the planning.
- The inspector looked at evidence of the suitability of staff, and a selection of policies and risk assessments.
- The inspector held meetings with the manager and the deputy. She also completed a joint observation with the manager.
- The inspector also took into account the views of parents spoken to on the day and through their written feedback.

Inspector

Caroline Stott

Full Report

Information about the setting

Willerby and Kirk Ella Pre-School Ltd registered in 2005. It is registered on the Early Years Register. It is a privately owned provision. It operates from St Andrew's Memorial Hall in Kirk Ella in west Hull. The pre-school serves the local area and is accessible to all children. It operates from two rooms within the hall and there are fully enclosed areas available for outdoor play.

The pre-school employs 15 members of childcare staff. Of these, two hold Qualified Teacher Status and two have degrees. Six staff hold appropriate early years qualifications at level 3 and level 2. Session times are 9am to 12 noon, Monday to Friday during term time, with the option of staying for a lunch club from 12 noon to 12.45pm. Children attend for a variety of sessions.

There are currently 71 children attending who are within the early years age group. The pre-school provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and 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:

- enhance children's understanding of behaviour and the consequences of their actions by encouraging practitioners to give further clear and more consistent explanations of why certain behaviour is not appropriate.

Inspection judgements

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

Teaching is rooted in a good knowledge of how to support and extend children's learning through child-initiated and structured adult-led activities. Experienced practitioners provide thoughtfully planned well-organised experiences. They guide learning through varied and challenging opportunities in and out of doors. For example, children are motivated to paint their representation of their idea of a farm. The practitioner's interaction and guidance extends children's thinking and learning because they build on what children know and promote new ideas, vocabulary and concepts. This builds children's confidence in their language and communication skills and in their abilities. Children's learning and development is assessed through thorough observations and planning, which takes into

account children's individual interests and needs, and their next steps of learning. Key persons complete assessments of children's progress through overview tracking grids and the progress check at age two. Consequently, all children's abilities and achievements are monitored and this enables key persons to identify gaps in children's learning or development and supports children's progress effectively. The pre-school supports children with special education needs and/or disabilities very well, so they make the best possible progress.

Children's communication and language development is actively encouraged because practitioners motivate children's interests within discussions and good questioning. Story time encourages children to listen and concentrate, and be involved in their learning. For example, a strawberry grown and ripened in the outdoor area is dissected and discussed. A story embracing the care of the strawberry enables children to share their experiences and thoughts. They discuss how the mouse feels and his needs, and repeat words and phrases and anticipate key events. This means children's gain an understanding of the character and the story line of what is happening. Children draw their creature and animal, while skilful practitioners use visual prompts as reminders for children of what they know and have seen and of previous stories read. Children eagerly copy practitioners wording of creature and animal names and confidently show them they are proud of their achievements. This inspires many conversations around the growth and development of living things and of features in the environment. This enables children to gain an understanding of similarities and differences in the world around them.

The practitioners provide good levels of challenging experiences appropriate for children's age and stage of development. They adapt and re-shape activities to fully support children's individual needs. Practitioners highly motivate children and engage in children's self-chosen play while they guide children's interests through warm and positive interactions. For example, as children line up wooden bricks to play domino run, practitioners promote creating patterns and structures. This supports children's awareness of colour recognition and mathematical understanding, enabling them to talk about shapes and count reliably. Outside children are enthusiastic to sort model animals into groups, while they look at pictures with words to compare and ask and watch others. They demonstrate and consolidate their understanding as they match animals and discuss the features and observations of the animals they find.

Partnerships with parents are strong because the pre-school support parents to have visits with their children, to help them settle. For example, a gradual process is involved and parents are supported to stay and play. Children's starting points are completed by parents before their children start at the pre-school. The key persons complete 'settling-in observations' to recognise children's useful starting points and gain knowledge of their interests and abilities. This along with parent observations and meetings enable key persons to establish what children can do and individual care needs. This enables the practitioners to gain important knowledge of children's likes and dislikes, and enable parents to share what they know about their children. Parents regularly look at their child's development and learning file and parent meetings are regular events. Therefore, parents are actively supported to engage in their children's learning and progress.

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

The knowledgeable practitioners set up a well-arranged environment and provide a wide range of play materials to support children to learn effectively across the seven areas of learning. Experiences and activities are developed from children's interests in order for children to acquire the skills they need to learn successfully through purposeful play. This inspires high levels of curiosity and imagination where children engage in their play freely. For example, children dress-up in various costumes and use resources as props to more fully enhance their play. Early friendships are formed and social skills are promoted through cooperative play and excited discussions. The key person system means the pre-school practitioners know the children and their families well. Individual care and health plans are completed for children with additional needs to maintain their well-being and ensure any needs are fully met. This helps children settle and leave their parents confidently as they enter pre-school.

Children are encouraged to be independent as they hang coats on hooks and self-register on entry. This provides children with the opportunity to recognise their name and gain confidence. Children gain a good understanding of managing their own safety and the safety of others, as practitioners remind and encourage them to walk through the large hall, negotiating people, doors and steps in order to access the outdoor area. Physical exercise is promoted through daily outdoor and indoor activities. For example, children throw balls to practitioners and each other. The 'Dingle Dangle Scarecrow' song enables practitioners and children alike to warm up and join in with well-rehearsed words and actions. Consequently, children's control and coordination is supported and they can move confidently in a range of ways. Children access their own snack and drink, and packed lunch to gain an understanding of the importance of a healthy diet and good eating habits. These are social occasions where children discuss their likes and dislikes.

Children are reminded to share and encouraged to take turns. Puppets such as 'Terry the bird' are used in the pre-school to support children to express their feelings and guide strategies for what is acceptable behaviour. Although, children's understanding of what is acceptable behaviour is sometimes missed by practitioners. Therefore, the consequences of what they do and the effect that their behaviour has on others is not always fully understood by children. Consequently, the management of behaviour does not fully help children to learn and understand why certain actions are not appropriate.

Transitions into the pre-school are supported effectively through gradual visits. Daily diaries and phone calls support children and their families more fully as requested. Transitions between the different settings children attend are shared through 'daily diaries' and transition forms in order to share information about children's interests and achievements. The pre-school supports visits from the local school reception teachers and practitioners visit the schools, if permitted. They also pass on valued transition forms to all schools children attend. This means sharing and providing a two-way flow of information secures continuity of experiences for the children between the settings they attend and supports the transitional period effectively.

The effectiveness of the leadership and management of the early years

provision

The safeguarding and welfare requirements are met and monitored effectively creating an inclusive and interesting setting. Practitioners complete safeguarding training and are aware of local safeguarding procedures and how to report any concerns. They make certain only authorised people have access to the children by requesting identification when visitors arrive and permitting only known people to collect the children. This along with close supervision minimises any potential risks to children and keeps them absolutely safe. Detailed policies, daily checks and risk assessments are completed for all aspects of the pre-school and outdoor areas in order to ensure children's safety. This means the premises are secure and safety measures are in place to create an environment that is welcoming, safe and stimulating for children.

The experienced practitioners have a secure understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They monitor and track children's progress through thorough observations, detailed planning and effective assessments. The progress check for children at age two and overview grids monitor children's achievements and abilities well. This establishes a good awareness of children's strengths and any areas where children's progress is less than expected. The manager monitors the planning and assessment in the pre-school using thorough overview grids. This clarifies that children's progress and abilities are accurately understood by their key persons and children's learning needs are provided for through child-initiated and adult-led activities. This ensures any gaps in children's learning or development are quickly identified and acted upon. As a result, all children are supported well in order to progress and to be ready for the next stages in their learning.

The pre-school have completed a detailed self-evaluation that identifies strengths and weaknesses and they use this to set targets for improvement. For example, continuing to update the outdoor area and the equipment out there, and providing further puppets to support children, such as with turn-taking and sharing. This means children's personal, social and emotional development is monitored and reviewed and strategies are put into place to help and support them and their families. Parents complete feedback sheets, to establish their views and send cards and notelets of support for the pre-school. Children express their opinions and thoughts through activities, such as circle time. This enables parents and children to have an input into the pre-school and learning experiences.

Recruitment procedures are robust, which ensures that all staff working with children are suitable to do so. Practitioners have individual training and professional development plans, identifying ways to improve their knowledge and practice even further. They update their training to meet children's needs, such as completing first aid and sign language courses, and attend specific healthcare training. The experienced practitioners complete peer-on-peer observations on each other and work together in pairs, to monitor their practice and the quality of their teaching to provide and shape quality learning experiences for children in order to progress them on even further.

The pre-school has established strong partnerships with parents and other professionals. Parents speak and write highly of the care and support given by the pre-school.

Practitioners work with parents and relevant professionals to gain important support for children and families as needed. For example, gaining braille books and funding for one-to-one workers. This means children's varied needs, and their learning and development needs are effectively met. This ensures that children with additional needs can interact successfully at the pre-school. Practitioners gain training, such as sign language and specific healthcare training and use this to further support children. Practitioners also attend multi-agency meetings in order to meet children's individual specific plans. Transition forms are completed for schools and other settings as required. These partnerships with other professionals are effective in order to provide continuity for children in their care and aid transitions.

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	EY314754
Local authority	East Riding of Yorkshire
Inspection number	873158
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	71
Name of provider	Willerby & Kirk Ella Pre-School Ltd
Date of previous inspection	14/10/2009
Telephone number	01482 653 083

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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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