

Yellow Ribbon Pre School

Inspection report for early years provision

Unique reference number	EY361345
Inspection date	03/07/2009
Inspector	Rachael Flesher
Setting address	38 Engineer Regiment, Claro Barracks, Chatham Road, RIPON, North Yorkshire, HG4 2RD
Telephone number	01765 632351
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Type of setting	Childcare on non-domestic premises

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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Yellow Ribbon Pre School was registered under a new management committee in 2009. It operates from the first floor of the Wakeman Welfare Facility within Claro Barracks, Ripon. The setting is divided into two rooms to accommodate the different ages of children. Children also have use of a large community room on the first floor for physical play and an outdoor play area. The setting provides a service for army families and families within the local community.

The pre-school is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of 40 children in the early years age group, 16 of whom may be under two years. There are currently 42 children on roll aged from one year to four years. The setting is open Monday to Friday, from 09.15 until 12.15, term time only. An additional lunch club is provided on Tuesday's, Wednesday's and Thursday's from 12.15 to 13.15. There are five members of staff who work with the children, all of whom hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The manager effectively communicates an ambitious vision and all staff are working hard to develop their practice and provision, through the generally effective self-evaluation and continuous improvement systems in place. Strong leadership and management ensures children are safeguarded and their welfare promoted at all times. Staff are developing their systems to ensure they are effectively identifying, planning and providing for the individual needs and interests of all the children. This is further promoted by the effective engagements with parents, ensuring children are supported to make good progress towards the early learning goals.

What steps need to be taken to improve provision further?

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

- continue to develop systems for monitoring the impact of any improvements made to the practice and provision on the outcomes for children, to further ensure effective self-evaluation and continuous improvement
- continue to develop systems for identifying and planning for the individual needs, interests, learning styles and next steps in children's learning to ensure play and learning opportunities are personally meaningful and motivating to every child

The leadership and management of the early years provision

The team are led by a motivated and knowledgeable leader, who has high aspirations for the pre-school, shared by all staff, and strives to achieve the best

outcomes for all children. Effective self-evaluation systems are in place to review all aspects of the practice and provision, with full involvement of the team. These include, staff meetings, staff appraisals, observations of practice, the Ofsted self-evaluation form and development plans. Views of the parents and local authority support team are meaningfully sought through questionnaires and ongoing discussions. Staff also cascade and reflect on any new guidance and information from training and meetings they have attended. Key strengths, areas for development and the action required are identified and planned for accordingly, including identifying any continuous professional development needs of the staff. This has led to improvements being made to date that have had a significant impact on the outcomes for children, and clear plans are in place for future developments. However, systems for monitoring the impact of improvements made, on the outcomes for children, are not yet fully developed.

The manager and staff work well together as a team to promote children's welfare, learning and development. Records, policies and procedures required for the safe and efficient management of the setting are in place, shared and understood by all. These are frequently reviewed and implemented in practice, ensuring all children are safeguarded, included and their needs met. Effective information sharing systems are in place with parents and other professionals. Detailed information is gathered from parents to establish their starting points, they are encouraged to share ongoing observations of their children at home and are kept fully informed of their child's progress, interests and needs. The manager is working hard to form links with other providers and schools where children also attend to ensure progression and continuity of their learning and care.

The quality and standards of the early years provision

The indoor and outdoor learning environment is well planned and utilised and staff and resources are appropriately deployed to ensure children's safety and well-being. A good balance of learning and development opportunities are provided across the six areas of learning, through well resourced areas of provision. Resources are stored so children can freely access them to lead and direct their own play and learning, thus promoting their independence. They confidently move around the setting accessing provision that interests them, and show great concentration as they become deeply involved in their play and learning. Children enjoy painting and make connections with numbers as they paint a number four and relate it to their age. They skilfully use the computer, following simple programmes and enjoy exploring water play. Younger children take part in role play, making connections with home as they iron, shop and cook. They investigate play dough and thoroughly enjoy singing action songs. Outdoors children are supported to take safe risks as they climb, run and balance. They also make marks with chalks on the pavement, enjoy riding wheeled toys and digging in the sand.

Staff support and extend children's learning through effective interactions, dialogue and questioning. For example supporting children with counting as they construct a tower of cubes. Staff are developing their planning systems, using observations to identify children's current interests, learning styles and the next steps in their learning. They are beginning to make enhancements to the provision accordingly

to provide experiences that are personally meaningful and motivating to them. For example, following an interest in a recent story, staff created the bears cave featured in the book and led children in re-enacting the story by going on their own bear hunt outdoors. Other children were supported to create a dinosaur village. Each child's individual progress, interests and achievements are recorded in their learning and development files, including information provided from parents. These are used to monitor children's progress and to ensure they are appropriately supported and their needs met. As a result, all children are making good progress in all areas of their learning, in relation to their starting points and capabilities.

Children are developing their understanding of how to stay safe and be healthy. They understand and adhere to the rules of the setting to promote their safety. For example, they know not to hold hands when walking down the stairs and to hold onto the hand rail to prevent themselves from falling. They also hold scissors safely when carrying them around the room. Good hygiene practices are fostered at all times and children wash and dry their own hands after using the toilet and before mealtimes. They enjoy crackers, breadsticks and a wide range of fruit at snack time and know that fruit is healthy and independently access water when they need a drink throughout the session. Ample opportunities are also provided for fresh air and physical exercise.

Warm and caring staff effectively promote positive behaviour, ensuring children receive lots of positive praise, encouragement and affection. Children are forming friendships and learning to share, take turns and compromise. They are given time to resolve any conflicts with their peers themselves, with staff nearby to support them if necessary. Children are developing positive attitudes to diversity and difference through resources and activities provided. Their cultural backgrounds and home languages are promoted to ensure they feel valued and included. Children demonstrate good self-esteem and confidence as they engage in conversation with the inspector and provide a tour of their room, explaining what they enjoy doing the most.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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