

Heysham Youth and Community Centre Pre-School

Heysham Youth & Community Centre, Middleton Way, Heysham, MORECAMBE, Lancashire, LA3 2LL

Inspection date	12/09/2014
Previous inspection date	02/06/2009

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

- Staff have a very good understanding of the Early Years Foundation Stage and use their knowledge and skills effectively to teach and engage children in their learning.
- The key persons effectively support children with settling in. Staff are calm and sensitive and support children in forming firm friendships with adults and each other, thereby promoting their emotional security.
- Parents and carers are actively encouraged to be involved in their children's care and learning. This results in strong partnerships, which ensure that children receive good consistent care in the pre-school.
- Safeguarding policies and procedures are well known and effectively implemented by the staff, who place the utmost importance on ensuring children are kept safe and secure at all times.

It is not yet outstanding because

- The outdoor environment is not fully enriched with print and number to wholly promote learning in early literacy and numeracy.
- Performance management opportunities are not yet fully embedded to ensure that the monitoring of staff is even more sharply focused, improving the already good quality teaching, in order to raise children's attainment to the highest levels.

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 viewed the entire premises where children play.
The inspector observed and talked with children as they played, talked with parents,
- taking account of their views and discussed aspects of policy and practice with committee members, managers and staff.
- The inspector checked evidence of the suitability of all committee members and the suitability and qualifications of staff working with the children.
- The inspector conducted a joint observation with the manager.
- The inspector viewed a wide range of documents, including children's learning files, registration documents and relevant policies and procedures.

Inspector

Janice Caryl

Full report

Information about the setting

Heysham Youth and Community Pre-School opened in its present premises in 2008 and is voluntary managed. The pre-school is registered on the Early Years Register. It operates from the Children and Youth Community Centre in Heysham, near Morecambe, Lancashire. The pre-school serves the immediate locality and also the surrounding areas. The pre-school opens five days a week, from 8am until 6pm, during term time only. Children attend for a variety of sessions. Children are cared for across one room and have access to two enclosed outdoor play areas. There are currently 52 children in the early years age range. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. The pre-school supports children who speak English as an additional language. There are currently seven staff working directly with the children; six of whom have appropriate early years qualifications. The manager and one other member of staff hold degrees at level 6, the deputy manager has a level 5 qualification and four of the staff hold appropriate qualifications at level 3. The pre-school receives support from the local authority and is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- enhance the already stimulating outdoor environment by making it richer in print and number in order to support children's development of early literacy and numeracy skills
- strengthen opportunities to assess performance management to ensure the consistently good quality teaching is further improved so that children's progress is maximised to the optimum.

Inspection judgements

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

Staff demonstrate a good level of awareness of how children develop and learn. This results in a broad and balanced educational programme being delivered, which suits the individual needs and interests of all children. On entry to the setting, key persons effectively liaise with parents and carers to obtain information about what their children can do. As a result, staff are able to effectively support new starters, resulting in them settling well. Staff build on the information gathered from parents by completing observations on children as they play and learn. Consequently, assessments are accurate and show clearly the progress children make in relation to their starting points. Staff carefully plan children's next steps to ensure that they are appropriately challenging to

support children in developing their skills. As a result, children make good progress and achieve a strong sense of achievement as they develop in self-confidence and obtain good levels of self-esteem. These skills are fundamental in supporting children in preparation for their next stage of learning, such as school. Precise monitoring of children's learning means that all children, including those with English as an additional language, make good progress towards the early learning goals.

The quality of teaching is very good. There is a good balance between child-initiated and adult-focused activities. The environment is well planned to promote independence and free choice. Consequently, children explore the areas inside and out with enthusiasm. For example, children investigate sound and movement as they experiment with the musical instruments. They are free to develop their physical skills as they balance on the natural logs and jump off the tree stumps. Staff are skilled in promoting recall and helping children to develop their observational skills as they paint pictures of giraffes. This activity is an extension of the trip to the zoo that children and their families went on. Children take great delight in recalling the animals and the noises that they made. One child focuses on making a family of zebras with the play dough, while staff use this to help develop her physical skills. She talks about how the zebra family closely matches her own family structure. This demonstrates how staff build on children's activities and experiences to help them make links with their own lives, and support children's communication, language and personal, social and emotional development. Children listen attentively as staff remind them of specific events and activities that they took part in at the zoo. Staff are skilled in supporting children to think and recall further by asking them open-ended questions. As a result, children learn about the different aspects of the world and the environment as they develop their communication and language skills further. Staff promote some very good opportunities for early reading and writing by providing a very good range of books and writing activities in most areas of the pre-school. Children relish making marks and developing their writing skills by painting, using paintbrushes and water, writing their name and stencilling. Children enjoy exploring books about the fire service as they help construct the new role-play fire station outside. Staff enthusiastically encourage younger children to listen and take part in the actions of a well-known picture book. Older children listen intently and join in with the story as they recite their favourite tale. The outdoor area contains some print to support early literacy in the environment, for example, the shed is clearly labelled as the 'fire station'. However, the area as a whole is not rich in print or number, meaning children do not totally benefit from seeing and learning words, labels and number in this otherwise stimulating outdoor environment.

The partnership that managers and staff have with parents is very strong and secure. The key persons effectively engage with parents from the outset, building relationships and gathering information. Parents are welcomed warmly and have access to a wide range of information, including their children's learning files. These are a delightful account of children's time at the pre-school, containing photographs, observations, extended learning opportunities and progress checks. As a result, parents are kept well informed of their children's learning and development. Parents are actively encouraged to talk informally to staff on a daily basis and at parents' meetings. Contributions from home about children's learning are encouraged, which supports continuity and shared learning opportunities. This means that a complete picture of children's learning and development is obtained.

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

Children are warmly welcomed by all key persons into this inclusive setting. New starters are supported well by staff who are sensitive and fully aware of their needs. Settling-in procedures effectively help children feel relaxed so that they become accustomed to their new environment. As a result, strong attachments are forged, supporting children's emotional well-being. The pre-school maintains high staffing ratios. This means that key persons are available to give extra support to children and their families at times of need. As a result, relationships between staff and parents are strengthened, contributing to positive outcomes for children. Staff are deployed well and maintain high levels of supervision for children in all the areas, including outside. This means that children are able to confidently play and explore freely and safely in areas of their own choosing. Staff promote independence through everyday routines and a well-planned environment. For example, children collect and hang up their own coat and bag in the entrance. They are able to access their own boots off the rack for outdoor play. At snack time they independently collect their plates and cups off the trolley. Furthermore, children are encouraged to climb onto the changing table using the steps, ready to have their nappy changed. Consequently, they become autonomous learners and develop a strong sense of belonging.

Staff set clear boundaries for children so that they develop a sense of what is right and wrong. Staff encourage children to take turns, think about each other's feelings and make friends. As a result, behaviour is good and children learn to care for each other. Hygiene procedures are robust and areas used for nappy changing are maintained to a high standard. Staff wear protective clothing to prevent cross-contamination and children are taught to wash their hands before eating and after using the toilet. Staff are good positive role models and as a result, good hygiene practice is maintained at all times. Children learn about making healthy food choices because staff provide a range of healthy breakfasts and attractive snack options. Fresh fruit and water is available throughout the day and parents are supported in packing nutritious and well-balanced lunchbox meals. Consequently, children receive consistent messages about what constitutes a healthy diet. Staff promote healthy lifestyles further through regular exercise and outdoor play opportunities. Children have plentiful opportunities to benefit from the fresh air and be physically active. Children take great delight in balancing on the logs. They enjoy climbing and jumping off the tree stumps. Staff are vigilant and teach children to manage these skills safely. However, it also teaches children to manage risk effectively, widening the range of learning opportunities and experiences. In addition, children get frequent opportunities to run and use larger scale equipment in the children's centre play area. Staff have high expectations of children and encourage them to persevere and learn through trial and error. For example, young children are taught to climb so that they become more independent and confident in their own abilities.

Children are emotionally prepared for any moves on to other settings or school. Staff liaise with other childcare providers by sharing diaries. This helps to ensure there is continuity of care and learning. Children moving on to school are successfully prepared because staff talk to them about their new routines, experiences they will encounter and share books

and stories. Teachers are warmly welcomed so that they can meet the children and begin to foster relationships prior to children starting school.

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

The management and staff demonstrate a good understanding of safeguarding procedures. They have developed their own child protection and safeguarding procedure, which all staff adhere to. In addition, they consult and keep up to date with all local authority procedures. Consequently, children are kept safe and well protected. Furthermore, all adults concerned with children's care and learning are confident in the actions to take if they have concerns about a child's welfare. Staff and student recruitment is robust. Effective induction procedures mean that all health and safety regulations are adhered to and policies and procedures are understood by all adults working in the setting. Secure vetting procedures ensure that all those working with children are suitable to do so. The manager ensures that staff are deployed well and have specific roles and responsibilities. This helps to maintain the good operational management of the setting. Children are safe and secure because of highly effective entry security systems. All visitors to the pre-school are closely monitored, which helps to protect children even further. The manager monitors staff practice on a daily basis and staff are confident to approach her with any concerns or issues. They attend training and professional development opportunities as they arise. This ensures that the quality of practice within the setting is maintained. However, there is scope to strengthen the performance management opportunities to improve staff practice even further and ultimately enhance the outcomes for children. Annual appraisals help to identify personal and professional goals and identify any training needs. This helps to motivate staff even further and increase their skill base appropriately.

Children's progress is monitored effectively by the managers and staff. The key persons take responsibility for ensuring children's files are kept up to date and that progress is effectively tracked. Staff liaise closely with parents and managers if any gaps in children's learning or development are identified. The managers take ultimate responsibility for ensuring the educational programme and children's progress is tracked efficiently and accurately. Consequently, children's needs are quickly identified with additional support sought as necessary. Furthermore, children make good progress in relation to their individual needs. The managers and staff are very passionate and committed to ensuring children receive good quality care and education. They are self-reflective and constantly review the provision and their practice. Staff take an active role in the self-evaluation process and parents are actively encouraged to contribute their views through completion of questionnaires. Staff's observations of children and discussions about what they like to do, mean that children's views are also taken into account. As a result, priorities for improvement are easily identified. The pre-school is currently working towards a local quality assurance scheme. As a result of this, the practice and provision is constantly analysed and evaluated ensuring continuous improvement.

The pre-school has extremely strong links with other professionals and outside agencies. Their co-location within the children's centre contributes to this effective partnership

working. For example, outreach workers are effectively used to support children and families who have English as an additional language. Staff are able to immediately make contact and liaise with health visitors and other health care professionals should the need arise. Consequently, children's and families' needs are well met. The pre-school has strong links with the local schools and other childcare providers, helping to provide continuity of care and learning. Parents are highly complimentary about how the pre-school operates. They comment on how staff are supportive, sensitive and diplomatic and how their children have benefitted highly from the care and education received. They receive regular newsletters, and have access to a web page, both of which contribute to highly effective information sharing.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY377712
Local authority	Lancashire
Inspection number	858441
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	52
Name of provider	Heysham Youth & Community Playgroup Committee
Date of previous inspection	02/06/2009
Telephone number	01524 853 114

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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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