

Bankfield Pre-School

Inspection report for early years provision

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Inspector	Eileen Grimes
Setting address	1 Duchy Road, Harrogate, North Yorkshire, HG1 2EY
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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*.

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.

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Description of the setting

Bankfield Pre-School is a childcare provision run by Harrogate Ladies College and was registered in 1997. It operates from a semi-detached house on the school site in Harrogate. The group serves the local community and is accessible to all children. There is a fully enclosed area at the back of the building available for outdoor play. The provision is open Monday to Friday from 9am to 12noon and from 1pm to 4pm term time only.

Children are able to attend for a variety of sessions. A maximum of 52 children may attend the provision at any one time. There are currently 62 children attending who are within the Early Years Foundation Stage. The provision is registered on the Early Years Register. The group provides funded early education for three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language. They presently employ nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above and an early years teacher. The provision receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is Outstanding.

The staff's excellent knowledge of each child's individual needs ensures that all aspects of children's welfare and learning are promoted with success. Staff are highly motivated and they ensure that the service is open and accessible to all. Children are cared for in a very safe and secure environment and all necessary records are in place to meet requirements. The leadership and management is outstanding, with a strong capacity for sustained improvement. The highly effective partnership with parents and other professionals ensures that they communicate well to put the children's needs first.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further developing self-evaluation to reflect outcomes for children.

The effectiveness of leadership and management of the early years provision

Utmost priority is given to children's welfare. Staff have a very good understanding of policies and procedures, which are regularly reviewed and implemented well. In particular, they have a clear understanding of the action to be taken to safeguard children from harm. Robust procedures ensure that new staff are suitable for their role and have more than adequate qualifications. Induction procedures, ongoing

supervisions and appraisals, where staff performance is reviewed and any training needs are identified, contribute towards staff remaining suitable. They are deployed very effectively throughout the provision, with thorough measures taken to cover staff absence. Staff are very enthusiastic and clearly enjoy working in the provision.

Recommendations raised at the previous inspection have all been met. There is a very strong commitment to self-evaluation of practice, which enhances all aspects of the provision. Staff continually carry out rigorous monitoring of how the setting is operating, and put in place exceptionally well-targeted plans to continually improve. The management has high expectations of staff who, in turn, reciprocate by evaluating their own practice. For example, when an area for improvement is identified in a room, the staff meet to discuss how this can be changed. However, at present the evaluation is not always recorded. Children are cared for in very clean and well-maintained premises. Possible hazards for them have been identified through a clearly written record of risks for indoors, outdoors and any outings that children go on. Photographs of children's activities and their artwork are prominently displayed throughout. Resources are well organised into areas of play in each playroom, such as craft, construction and imaginative play. Staff continually review the environment to ensure that resources are interesting and attractive for children. For example, they follow children's interests and provide appropriate resources that match this. This results in children being able to explore and stretch their capabilities.

Excellent relationships have been developed with parents that are highly beneficial to the continuity of high-quality care that the children receive. Parents feel very welcome, comfortable and valued as an expert on their child. Information about their child is shared daily. Staff ensure that all children are fully integrated into the setting. This is done through assessing their starting points very effectively while working closely with the parent. Where needed, staff update their skills to help a specific child's needs. For example, they learn sign language to ensure that the children receive a high level of support. There is an open-door policy in the provision where parents can talk to staff at any time and raise any concerns they may have. Annual quality questionnaires are completed by parents which enable staff to take into account parent's views of the provision. For example, staff are currently working on ways to communicate with parents through email. Parents spoken to during the inspection enthusiastically stated they were extremely happy with the standard of care and learning that their child receives. Successful procedures are in place for the setting to liaise with other agencies that are involved with children and with other provisions that a child might attend. This includes robust procedures to link with schools that the children will attend to enable a smooth transition.

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

Children make significant gains in their learning and development due to the extremely effective organisation and knowledge of staff. Settling-in visits are offered to new children, and parents complete a record of their child's needs.

Using this information, staff observe the child as they settle, which gives them an excellent basis to start planning for the child's development needs. Activities are clearly based on children's interests. As staff observe the children they note their interests and then incorporate them into the following week's plans. This is evaluated during the week and shows further interests that children develop. Parents are encouraged to share their child's interests with staff. Plans clearly show the expected outcome for the individual child. Children's development is recorded in individual files which clearly show how they are making excellent progress against the learning outcomes. These records are supported by photographs and written observations of children's activities. Parents are encouraged to access and comment on these files at any time, but also have the opportunity to take these home at half term.

Children from a very young age show high levels of achievement. Children develop confidence as they explore their playrooms and move freely between these. They show increasing independence as they choose what activities they would like to take part in and carry them out. Children's language is developing very well. Youngest children explain what they are doing, such as playing in the sand. Older children have fluent speech as they use language for thinking and reasoning, explaining what is happening in detail when baking cakes. There is strong focus on developing children's knowledge and understanding of the world. The outdoor area has been significantly developed. As a result, children have a range of area and activities which they enthusiastically explore. Children enjoy running and kicking the leaves, but understand that wet leaves are slippy and take necessary care. They learn how to care for other living things, such as the flowers and vegetable patch. Appropriate outdoor clothing is provided and they dig, plant seeds and watch how they grow. Staff continually check with children about whether they want to remain outdoors or return inside, ensuring that they are fully involved in making decisions about where their activities take place. Additional support is provided for any children with special educational needs and/or disabilities and the setting works in very close partnership with other agencies to comprehensively meet the child's needs.

Children's health and well-being is promoted exceptionally well. Snacks are freshly prepared by staff and parents provide a packed lunch. Staff have an excellent knowledge of children's dietary requirements. Snack and meal times are a pleasurable social event for children as they talk about events from home, such as Bonfire night. Children develop an excellent understanding of good hygiene practices. They talk about ensuring hands are free of germs before starting to bake Christmas cakes. Excellent steps are taken to prevent the spread of infection. Policies and guidance are shared with parents. Staff are very good role models. They have a calm, consistent attitude throughout the provision and a calm atmosphere is present. Children from a young age begin to understand the boundaries that are set. This results in children being exceptionally well behaved. Positive praise for all their efforts promotes their self-esteem and well-being very effectively. Children are cared for in a very safe environment. All visitors have to identify themselves and sign the visitor's record. Timely reminders from staff help children to learn how to keep themselves safe. For example, they practise emergency evacuations and staff remind them not to run on wet leaves whilst also encouraging children to take measured risk and understand their own boundaries.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

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