

# Clenchwarton Pre School

Inspection report for early years provision

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**Unique reference number** 254024  
**Inspection date** 29/01/2009  
**Inspector** Melanie Calway

**Setting address** Memorial Hall, Blackhorse Road, Clenchwarton, KING'S  
LYNN, Norfolk, PE34 4DN

**Telephone number** 07946086096

**Email**

**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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

## **Description of the setting**

Clenchwarton Pre-school opened in 1968. It operates from one room in the village hall in the village of Clenchwarton, near to King's Lynn, in Norfolk. The building is on one level and is accessed by a low ramp. All children share access to a secure enclosed outdoor play area. A maximum of 26 children may attend at any one time. There are currently 45 children on roll in the early years age group. The pre-school is registered on the Early Years Register and receives funding for early education. The group opens five days a week during school term times. Sessions are from 09:00 until 15:00 on Mondays, Tuesdays and Wednesdays and from 09:00 until 11:30 on Thursdays and Fridays. The setting supports children with learning difficulties and/or disabilities. The pre-school employs six members of staff, all of whom have appropriate early years qualifications. In addition, the manager has a Foundation Degree in Early Years Care and Education. The setting has been awarded the Norfolk Quality Assurance kite mark and receives support from the local authority.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Clenchwarton Pre-school provides very effectively for children in the Early Years Foundation Stage. Children are valued and respected as individuals and provided with a good range of stimulating activities. Staff use their knowledge of the children to plan experiences which are meaningful and geared to children's individual needs. The setting provides an inclusive and welcoming environment and works very closely with families. As a result they are able to support children because they have a good knowledge of their circumstances and backgrounds. The setting is constantly reflecting on its practice in order to identify areas for development.

## **What steps need to be taken to improve provision further?**

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

- review the complaints policy to ensure that it fully reflects current regulations
- devise a written induction procedure for new staff
- develop further the observation and assessment system so that learning records are updated regularly and that all parents are encouraged to see and contribute to them on a regular basis.

## **The leadership and management of the early years provision**

Children's welfare, learning and development are promoted very well because the manager and staff team are consistent, well-established and fully qualified with many years experience. Staff attend a range of short courses to keep their knowledge and skills updated. The staff team are supported by a voluntary committee. The setting uses training opportunities and links with the local

authority to evaluate its practice and identify any areas for improvement. They also communicate well as a staff team and discuss ways they can improve informally. Parents are made to feel welcome in the group and feel comfortable dropping off their children or settling them in. They appreciate the friendly and approachable staff. Parents are provided with information about the Early Years Foundation Stage and key workers communicate with them about their children's progress. Good links exist with the local school to provide continuity for children.

Children are effectively safeguarded as all the staff have the appropriate checks and there are good procedures for vetting committee members. Annual appraisals take place to ensure staff are supported and continue to be suitable. There is an induction procedure for new committee members. However, there is not a formal induction procedure for new staff. Staff are aware of their responsibilities to refer any concerns they may have about children's welfare to protect them from the risk of abuse. All staff have undertaken safeguarding training and up-to-date information on safeguarding procedures is kept in the setting. Children are kept safe as the premises are safe and secure. A thorough daily check is carried out and risk assessments are in place to identify and minimise any hazards. Staff are vigilant and there are good systems in place to ensure that children are well supervised at all times. A risk assessment is carried out before any outing to ensure that children are kept safe.

## **The quality and standards of the early years provision**

Children make good progress in their learning and development and thoroughly enjoy their time at the setting. The hall is set up with a wide range of appropriate activities which children are able to choose from. They can access resources independently as they are stored at their level in labelled drawer units. The outside area is well used throughout the session and children choose when to play outside and when to have their snack. This enables them to develop independence and confidence. Children's views are respected and valued and they are asked at the end of the session if there is anything they would like out tomorrow. Staff are deployed well throughout the setting and are positioned at activities supporting children as they play, asking appropriate questions to extend and develop their play, for example, adults say they would like to place an order at the Chinese restaurant and mark-making materials are provided so that children can practise their writing skills and take down the orders. Children communicate well with staff and with each other as they role-play in small groups. They enjoy stories as a group and also on an individual basis. The book corner is changed by putting up a tent and making a den so that children can enjoy stories in a different environment. Children learn to problem solve as they play with construction or small world sets. They count and calculate as they weigh ingredients to make cookies and follow a recipe. Children design and create their own unique models with the junk modelling, persisting and concentrating for extended periods and use their imaginations as they engage in role-play. The music corner gives opportunities for children to move rhythmically and follow up their interest in dance. Opportunities for physical play are available at all times inside and out so that children can be active learners. Themes such as Chinese New Year enable children to learn about the world around them and opportunities to explore

materials are available with sand and playdough. Listening games with headphones and technological toys enable children to practise IT skills. Children are absorbed in their play and motivated by the activities provided. Their self-esteem is fostered as they are able to be independent learners. They show confidence in looking after themselves, putting on coats for outside, helping to tidy up or pouring their drinks at snack time.

Planning is very flexible and geared to children's individual needs. Key workers make frequent observations of children's achievements and use these to assess the next steps for children's development. Key workers know their children very well and use next steps sheets to help them to focus on how to help individual children to progress. The learning records are available for parents to see at any time and parents are invited to go through them with their key worker. Although there is very good on-going verbal communication with parents about children's progress, some records have not been recently updated. Parents are encouraged to contribute and some provide Easter or Christmas diaries or photographs so that staff are aware of what children are doing at home.

Children's welfare is promoted very well. Effective documentation is in place to keep children healthy and safe. A well-organised operational plan covers all aspects of the service and ensures the safe and efficient management of the provision. Policies and procedures are regularly reviewed. The complaints procedure is displayed and Ofsted's number made available. However, the complaints procedure does not fully reflect current regulations. Children learn to keep themselves healthy as they are able to be active and enjoy plenty of fresh air. They wash their hands and staff remind them that this is to get 'those germs off'. They are offered a healthy and nutritious snack and staff talk to them about different kinds of fruit and vegetables. Parents are given guidance about the contents of lunch boxes so that they also promote healthy eating. Children are kept safe and encouraged to behave in ways that promote safety. Activities about road safety are introduced to teach children how to keep safe when out and about. Children display pleasure as they involve themselves in the activities provided. Behaviour is managed in a positive way. Staff help children to negotiate and take turns. Good behaviour is promoted as children are interested and well occupied. They are learning useful skills for the future as they form relationships, learn about information technology and develop numeracy and literacy skills.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.