

Little Snoring Pre-School,

Inspection report for early years provision

Unique reference number	257911
Inspection date	22/01/2009
Inspector	Melanie Calway
Setting address	The Playing Field, Stevens Road, Little Snoring, Fakenham, Norfolk, NR21 0GZ
Telephone number	07733144466
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

Little Snoring Pre-School is an established voluntary group. It operates from a mobile building sited on the playing field in the middle of the village of Little Snoring, close to the town of Fakenham. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open on Mondays and Tuesdays from 9.00 to 15.00, on Wednesdays from 9.00 to 12.30 and on Thursdays and Fridays from 9.00 to 11.30, during school term times. All children share access to a secure enclosed play area. Access to the building is by means of wooden steps but a ramp is also available if needed. An accessible toilet is also available.

There are currently 14 children on roll in the early years age group. The setting is registered on the Early Years Register. The pre-school is in receipt of funding for nursery education. The pre-school supports children with learning difficulties and/or disabilities.

The pre-school employs three members of staff, all of whom have appropriate early years qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Little Snoring Pre-School provides effectively for children in the Early Years Foundation Stage. Children are valued as individuals and provided with meaningful learning experiences based on their own interests and stages of development. Staff are skilled at communicating with children and use their knowledge of children's development to help them to progress. Children with additional needs are well supported and fully included in the setting. Parents are kept informed about their children's progress. The manager and staff team work well together and keep their knowledge updated with regular training.

What steps need to be taken to improve provision further?

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

- extend opportunities for physical play throughout the session and ensure that children have sufficient opportunities in poor weather for physical play
- develop further parents' involvement in the assessment process, encouraging them to make regular contributions to the records.

The leadership and management of the early years provision

Children's welfare, learning and development are promoted well because the manager and staff team are well established, experienced and fully qualified. Although there is not a formal self-evaluation system in place, the manager is aware of areas for improvement and uses frequent training opportunities to keep up to date with current developments. The staff team are supported by an active

committee. The setting works closely with parents who are kept well informed about their children's progress. Detailed observations of children's achievements are kept in their learning records and shared with parents on a regular basis. Information about children's backgrounds and interests is gathered from parents so that the staff build up their knowledge of the children. Staff are approachable and parents feel comfortable in coming in to exchange information about their children or to ask for advice.

Children are effectively safeguarded as there are robust systems in place for the recruiting and vetting of staff and committee members. Appraisal and induction procedures are currently being formalised. Staff are aware of their responsibilities to refer any concerns they may have about children's welfare to protect children from the risk of abuse. All staff have undertaken safeguarding training and up to date information on safeguarding procedures is kept in the setting. The premises are safe and secure. A thorough daily check is carried out on all aspects of the environment and longer term risk assessments are carried out periodically. The required documentation is in place for the safe and efficient running of the service and policies and procedures are currently being updated to ensure that they are in line with the Early Years Foundation Stage.

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. Planning is flexible and based around children's needs and interests, for example, conversations with children about being lost when playing with small world play leads to an activity on map making. Adults are able to offer children ideas to support and extend their play. Adults point children to resources, for example, getting out tin foil so that children can make their own pond for the farm. Staff are very skilled at asking sensitive, open-ended questions to get children thinking and solving problems. Children use long cardboard tubes to get items out that have fallen behind the house. This introduces mathematical concepts to the children when adults ask 'is it long enough or is it too short?' Good use is made of spontaneous opportunities such as the recycling lorry arriving. Children watch from the window and are interested in the process. Adults use the language of position such as forwards and backwards. Children are absorbed and motivated in their play because they are able to initiate their own projects. Independence is fostered as most resources are easily accessible. Children also learn independence skills as they put their coats and boots on to go outside, help to tidy up and pour their drinks at snack time. Children play together in pairs and small groups and some have formed firm friendships. Adults support children who need extra help in developing social skills. Children communicate confidently with each other, negotiating roles in role-play. There are very good opportunities for children to practise their mark-making skills, as they write pretend shopping lists or post their letters in a post box. Children's creativity is nurtured and their own ideas are valued. They make horses out of the cardboard tubes and draw faces on them. Children learn about the world around them as they make play dough or play with funnels and jugs in the water tray and talk to the staff as they play. They use the computer, developing their knowledge of technology and fine motor skills. Children move about freely inside. However, opportunities for play with large physical

equipment and outside play are limited to a short period towards the end of the session. On days when the weather is poor, children move to music and action songs inside but this is also at a time decided by adults and towards the end of the session by which time some children are demonstrating the need to be physically active.

Staff know the children well and make regular observations about children's learning and achievements. They use the knowledge gained from these to record the next steps for children's development and plan activities to help them to progress. Parents see the learning records regularly and have opportunities to discuss them with their key person. Information is gathered from parents about children's backgrounds and preferences to ascertain their starting points. However, parents are not yet contributing to the records on a regular basis and so are not active partners in their children's learning or fully involved in the assessment process.

Children's welfare is promoted well. Effective documentation is in place to keep children healthy and safe and policies and procedures are under review. Children learn about how to keep themselves healthy as they learn to wash their hands and why they need to get 'Mr Germy' off. Children enjoy a nutritious snack and explanations are offered to children about a healthy diet. Some guidance is given to parents about the contents of packed lunches and the contents of some boxes contain healthy options. Children are kept safe as they are well supervised and the environment is safe and secure. Children are given appropriate explanations to enable them to understand how to play safely. Children enjoy their play, often smiling and laughing with the adults and with each other. Staff give them appropriate challenges to excite and motivate them. Behaviour is managed positively and children are helped to understand why they need to behave in a certain way and respect the needs of others. Children are learning useful skills for the future as they learn to play together, 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

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?	3
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

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.