

Norton Pre-School

Inspection report for early years provision

Unique reference number EY312532
Inspection date 09/03/2009
Inspector Sarah Johnson

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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 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).

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

Norton Pre-School is managed by a voluntary management committee made up of parents of children who attend the setting. It registered in 2005 and operates from a purpose-built premises in the village of Norton in Suffolk. The setting is open each week day from 08.00 to 15.15, during school term-times. Children attend for a combination of sessions. All children share access to an enclosed outdoor play area. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

A maximum of 26 children aged from two to under eight years may attend the setting at any one time. There are currently 47 children on roll, all of whom attend on a part-time basis. Of these, 38 children are within the early years age range. Children live in the local area and some attend half-day sessions at the local primary school. The staff offer to escort children to and from the primary school. The setting has strategies in place to support children with learning difficulties and/or disabilities and children who are learning English as an additional language. The setting is in receipt of nursery education funding.

There are 11 members of staff, including an administrator, cleaner and gardener. Four members of staff hold relevant qualifications to at least Level 2 and three members of staff, including the manager, are working towards an additional qualification. The setting is working towards the Suffolk Quality Assurance Scheme.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and kept generally safe in the relaxed and friendly atmosphere of the Pre-school. Positive relationships are developed with parents, carers and professionals at the local primary school, ensuring children are offered consistent support to meet their individual needs, learning and development. A good key person system is implemented to enable the adults to get to know children well. They plan effectively to support all children to participate in the activities offered. There are good systems for identifying priorities for future improvement and there is strong capacity for achieving these improvements.

What steps need to be taken to improve provision further?

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

- improve the general security of the premises, this relates to access via front entrance
- develop the book area to offer an attractive and comfortable space and a wider range of story props
- ensure older children are actively led forward in their learning and development by offering further appropriate challenge in everyday activities.

The leadership and management of the early years provision

Strong relationships are developed with parents and carers, ensuring that the staff have the information they need to meet children's changing needs. Systems have recently been reviewed to ensure detailed information is gathered from parents when their children first join the setting and parents are encouraged to accompany their children during their initial sessions to help them to settle in. Parents active involvement in Pre-school life is fostered further as they take on roles within the management committee and are invited in the Pre-school to share their skills in activities with the children. Parents remain well informed, mainly through daily discussions with the staff, regular informative newsletters, notice boards and meetings with their children's key person. As children progress they are supported to make a smooth transition into full-time school. For example, regular visits to the local primary school help children to become familiar with the school environment, staff and routine.

Children are safeguarded from harm and neglect and positive steps are taken as a result of through risk assessments. However, although the security of the main entrance door has been identified as a potential risk, appropriate action has not been taken to fully minimise the potential risk to children's safety. A wide range of relevant guidance from the Local Safeguarding Children Board is displayed and included in the setting's comprehensive safeguarding policy, ensuring staff have clear procedures to follow if they have a concern about a child's welfare. There are good systems in place for the safe recruitment of staff and staff are deployed effectively to ensure children are well supervised and supported at all times.

The staff actively seek feedback and advice from parents, advisors from the local authority and other external agencies. They work together to complete the self-evaluation form and routinely reflect on their practice as they gather good practice examples to include in their quality assurance portfolio. As a result of this reflective practice, the staff have developed clear areas for development which they have collated in a short-term plan and they have actively sourced funding to enable some of these changes to take place.

The quality and standards of the early years provision

Children are happy and content as they enjoy the relaxed atmosphere within the nursery and the attentiveness of the caring staff. They are quick to settle when they arrive and demonstrate confidence in accessing the wide range of resources and activities that are easily accessible to them. There are rich daily opportunities for children to be creative as they freely access painting, cutting and sticking activities, role play and modelling with clay and play dough. Children frequently practise their mark-making and early writing skills as they write lists of the food ordered in the imaginary restaurant and record appointments in the diary. They show strong interest in learning about the uses of everyday technology when completing simple mathematical programmes on the computer and using mobile phones, calculators and keyboards in the imaginative office area. The staff encourage children's interest in books and reading by planning visits to the library

van and asking them to bring their favourite books from home to share on World Book Day. Although children often sit with staff to share books, their use of the book area is not fully promoted as it is not sufficiently comfortable or attractive and does not offer a range of story props such as puppets, audio stories or story sacks. Children benefit from daily access to the outdoor areas where they engage in purposeful play covering all areas of learning and development. For example, they pedal a range of ride-on toys, look for minibeasts in the log pile and compare Autumn and Spring leaves.

Systems for assessing children's learning and development are very effective, with each child's key person closely monitoring their progress and next steps in learning. The staff make good use of a variety of methods to observe children and systematically use these observations to plan play opportunities which match children's individual needs and interests. Systems for planning give good regard to children's individual routines and their time spent at school, ensuring they are supported to learn and develop at a steady pace. However, at times, the activities provided on a continuous basis are not always extended to ensure the older children are actively led forward in their learning and offered more challenge when appropriate. A good system is in place to support children with learning difficulties and/or disabilities and children who are learning English as an additional language. The manager and the setting's trained Special Educational Needs Coordinator (SENCO) have attended a wide range of relevant training to ensure they have good knowledge and understanding to support children's specific needs. Staff value linguistic diversity as they encourage children to learn how to use sign language and teach them how to say 'hello' in different languages. Children are well supported to acquire a positive attitude towards people who are different from themselves. This is because a wide range of different festivals, celebrations and charity events are fully integrated into the continuous provision at the setting. For example, children enjoy a range of Christmas craft activities, make Indian barfi sweets as they learn about the Hindu festival of Holi and dress up in green clothing during a St Patrick's Day theme.

Children respond well to the staff's consistent approach to supporting behaviour which helps them to play harmoniously together and to share resources with little support. For example, children use the egg timer to independently manage their turn on the computer and happily move a tower of cubes so that others can reach them. They enjoy one another's company, chatting contently as they sit together for meals and snacks. Staff help children to develop a good understanding of dangers and how to stay safe, for example, children talk road safety whilst on outings and find out about staying safe if they have an accident when a paramedic visits the pre-school. Children talk about brushing their teeth when the dental hygienist visits the setting and are encouraged to eat a healthy diet through the provision of healthy snacks such as pieces of fresh banana, cucumber, bread sticks and warm hot-cross buns. Children are independent in their personal hygiene routines as they wash their hands independently and help themselves to tissues when they need to wipe their noses.

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

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 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

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.