

Norton St Philip Pre School

Inspection report for early years provision

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Inspector Christine Huard

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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 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

Stepping Stones at Norton St Philip Pre School opened in 1991. It operates within Norton St Philip Primary School and has access to several rooms and the grounds. A maximum of 20 children may attend the pre school at any one time and there are currently 14 children on roll all aged between three and four. The setting operates for six afternoons each year in the latter half of the summer term. The sessions are from 12.15 to 15.15. It is designed to familiarize those children who are moving to the school in September with the surroundings and routines of the school. It is fully able to support children with learning difficulties and/or disabilities and children who speak English as an additional language although there are currently none on roll. Disabled access to the school is satisfactory. The setting is registered on the Early Years Register. There are two staff who work with the children and both have early years qualifications. The setting is an extension of the pre school that runs every day and all children also attend the pre school. The setting has exceptionally good links with the school particularly the reception class staff.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. It fulfils its primary purpose of aiding transition to school exceptionally well. Activities are designed extremely well to ensure that the needs of all children are met and the setting is totally inclusive. Although the setting only operates for a limited time each year, its practice is meticulously reviewed and evaluated, and changes and amendments are made to the programme from year to year and week to week, to ensure it meets the needs of the different groups of children. Because of this attention to detail the setting has an outstanding capacity to further improve.

What steps need to be taken to improve provision further?

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

- revise planning in order to be able to more easily identify which of the areas of learning activities relate to

The leadership and management of the early years provision

Stepping Stones works very closely with parents and all those spoken to were highly enthusiastic and full of praise for the setting. Parents appreciate the way in which the needs and requirements of every child are taken into consideration when activities are planned. The school plays a vital role in the success of Stepping Stones and relationships are very strong between the two settings. These partnerships ensure that transition is very smooth when it occurs and children's preparation for school is highly successful. As one parent said 'he's so familiar with

the school he's not at all worried about starting in September'. The sessions are led and managed with great skill. The staff are committed to providing the best possible preparation and ensure that the learning environments are rich and varied. Staff have excellent access to training and this ensures they are fully up-to-date with the requirements of the Early Years Foundation Stage framework. Staff evaluate their work systematically and carefully to ensure that the most appropriate activities are planned from week to week, if necessary re-enforcing activities so that children become totally familiar with school routines. For example, physical education takes place every session so that children become not only adept at changing quickly and efficiently but gain confidence in their ability to do this. Self-evaluation also takes place on a longer term basis at the beginning and end of each six week session each year. This ensures that lessons are learned and carried over from year to year as well as making sure activities are relevant for the different children concerned. All safeguarding procedures are securely in place and activities are very carefully risk assessed. Equipment used in physical education is carefully checked to ensure its suitability for these young children and careful instructions are given to children. For example, before tackling the stairs in the school.

The quality and standards of the early years provision

All the children are very happy because they are extremely well cared for. They thoroughly enjoy having their lunch in the school and rapidly become absorbed in the school's atmosphere. A wide range of activities are planned for them over the six weeks across the whole Early Years Foundation Stage framework. Particular emphasis is placed on aspects which usually prove the most worry for young children, for example, physical education. Because they have the experience of this each week they gain confidence and also learn that they can contribute to the smooth running of the session by taking responsibility for ensuring that they keep track of their clothes and ensure their kit is carefully tidied away at the end of the lesson. They also thoroughly enjoy being able to use the excellent field, and participate in team and individual activities joyfully and exuberantly.

They understand, extremely well for such young children, the need for a healthy lifestyle and demonstrate this by ensuring that they have water to drink while exercising in the play ground and talking happily about their healthy lunchboxes. Staff ensure that the children are kept safe and constantly re-enforce safe practice to the children. This ensures that they understand that they should hold the banisters when walking up stairs, they should not run around in confined spaces and that they must wait to be collected by their parents and/or carers at the end of the session.

Children have the chance to become familiar with the Reception Year classroom. Here, they have the chance for role play in the shop having the chance to play with money and demand extortionate amounts from their peers. They learn about floating and sinking in the water tray or can just curl up with a good book in the book corner. Many opportunities are provided for children to extend their speaking, listening and writing skills. Great enthusiasm was shown when children were given the opportunity to participate in a competition for a local cheese fair and many

tried very hard to complete their colouring beautifully. Boys happily counted the cars they were playing with on the road mat and improved their dexterity by making complicated constructions out of the apparatus provided.

The staff provide an extremely good balance of activities which are directed by them and those which children choose for themselves. Planning is excellent but adaptations made this year means that it is not so easy to immediately relate all the activities to precise areas of the Early Years Foundation Stage framework as it was in previous years. However, planning still ensures that children have full access to the framework. Overall this setting provides an excellent introduction to school and plays a significant part in removing the traumas often associated with transition.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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