

# Freethorpe and District Pre-school

Inspection report for early years provision

---

**Unique reference number**

EY393306

**Inspection date**

08/12/2009

**Inspector**

Christine Ann London

**Setting address**

County Primary School, School Road, Freethorpe,  
NORWICH, NR13 3NZ

**Telephone number**

01493700215

**Email**

**Type of setting**

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Freethorpe and District Pre-school is run by a committee of parents and carers. It opened in 2009 and operates from Freethorpe County Primary School, near Norwich, Norfolk. Children have access to a secure outdoor play area. There is a low ramp for access to the premises. The playgroup is open from 9.00am to 11.30am and 1.00pm to 3.30pm, with a lunch club operating from 11.30am to 1.00pm each weekday during term time only. The pre-school is registered on the Early Years Register. A maximum of 24 children may attend at any one time, of whom eight may be aged two years. There are currently 36 children aged from two to under five on roll, some in part-time places. The pre-school is in receipt of government funding for early education. The pre-school currently supports a number of children with special educational needs and/or disabilities and children with English as an additional language. Links have been developed with the local school.

There are five members of staff, all of whom hold appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff provide a happy, enjoyable and inclusive experience where children can enjoy their time at the setting. Children are able to take part in well-planned, fun activities which complement and extend their play opportunities; these ensure the children achieve well in their learning and development. Older children attending have a positive impact in supporting the needs of the younger children. Partnerships with parents and other providers are sound. Children's welfare is actively promoted through many secure policies and procedures. The committee and staff group show a strong commitment to further improvement and are developing systems to support this process.

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

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

- provide consistent opportunities for children to develop their independence, with particular reference to snack times
- ensure documentation is kept up-to-date so that information shared with parents, such as policies and procedures are current and reflect practice
- develop the system for self-evaluation further, taking into account the views of children and parents.

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

Robust recruitment and induction arrangements are in place to ensure staff who work with children are suitable to do so. Staff demonstrate a good knowledge and understanding of safeguarding children procedures and are proactive in helping children to understand how to keep themselves safe. The group has a clear commitment to ongoing training to ensure that children are well cared for by a caring and experienced staff team. The setting works very well in partnership with parents and carers to ensure children's individual needs are met. Clear information is provided to parents about the setting and good systems are in place for staff to gather information about children's individual care needs. In addition, staff encourage and enable parents to find out about what their child is learning and how they can support them at home by working in partnership in completing the children's 'Learning Journeys'.

The committee and supervisor provide strong leadership in guiding the staff team, and they regularly discuss their practice in order to improve outcomes for children. Systems are in place to monitor and evaluate the early years provision which have begun to identify priorities for improvement. However, this does not yet fully secure the opinions and ideas of children and parents. Staff demonstrate a positive attitude to liaising with other providers delivering the Early Years Foundation Stage (EYFS) and are beginning to develop links with them in order to further support children's learning. Children with special educational needs and/or disabilities are well supported and sound liaison with parents and outside agencies ensure children's individual requirements are identified and promoted.

Risk assessments are in place and reviews are planned for regular intervals throughout the year ensuring all areas, equipment and resources are safe. Required documentation is in place for the safe running of the setting; implementation of policies and procedures by staff generally promotes and safeguards children's welfare. However, not all records reflect current practice, therefore parents are not fully informed. Attendance registers are maintained to ensure children's safety at all times. Staff and visitors are signed in and out of the premises in the same way.

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

Children are provided with good opportunities and challenging experiences to help them make progress across all areas of learning in relation to their starting points. Staff have a good knowledge and understanding of how children learn from active play and exploration; they use questioning effectively to support children's learning and extend their understanding. Individual planning is based on children's interests and this ensures that every child is challenged and enjoys taking part. Children's assessment records have been developed including the 'All About Me' document, which is completed prior to children commencing. Parents have further opportunities to contribute to these ensuring a partnership in their children's

learning.

Children are able to make choices about what they do and they readily explore their environment. However, some staff have routines they follow at snack time that demonstrate children do not have consistent opportunities to pursue and develop their independence skills. Staff engage with the children and develop warm relationships with them which help children to feel included and valued. Children learn about the community they live in; staff sensitively help them to understand about events such as new additions to the family. In addition, visitors such as the librarian and the local police officer broaden children's experiences. Children take part in fundraising activities to support events, such as their 'Wheel-a-thon' and 'Children in Need'; this helps them to learn about helping others as well as themselves.

Children explore their creativity in a good range of art and craft activities because a strong emphasis is placed on developing children's self-expression. They freely produce drawings and pictures to represent their ideas, explaining 'this is a Porsche car'. Children are confident and they work well together taking turns and sharing tasks, such as helping one another to tidy up. Children enjoy making marks to represent their ideas and some are beginning to recognise that words carry meaning as they observe that their names are on their self-registration cards and coat pegs. Some children attempt to write their own names on their paintings and craft work. They develop their small muscle skills as they shape and pat play dough, and use their imagination as they roll it into 'Christmas biscuits'. The children inform staff members not to touch them because they are hot because they have just come out of the oven. Children demonstrate interest in numbers as they count the stepping stones, pegs on the board and count which colours they have the most. These simple activities lay the foundations to support the children's ability to develop future skills.

Children are learning about the importance of a varied and nutritious diet and they readily enjoy a range of healthy snacks. Staff are aware of children's individual dietary requirements which means children can eat safely. Sound hygiene routines are followed by the staff and children which help to prevent cross-infection. Staff provide opportunities for children to enjoy energetic play in the outdoor area as they run around, ride on different wheeled toys, climb the wooden frame and come down the slide. All staff hold current first aid certificates, which mean that they can respond appropriately if children have an accident whilst in their care. Staff teach children about keeping safe and they regularly practise the fire drill so that they know what to do in an emergency.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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)

