

# Cranmer Pre-School

Inspection report for early years provision

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**Unique reference number** 258576  
**Inspection date** 02/12/2009  
**Inspector** Patricia Underwood

**Setting address** Archbishop Cranmer Primary School, School Lane,  
Aslockton, Nottinghamshire, NG13 9AW

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**Type of setting** Childcare on non-domestic premises

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## 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).

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.

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## **Description of the setting**

Cranmer pre-school opened in 1978 and moved to Archbishop Cranmer School in 1983. It operates in a room attached to the primary school in the village of Aslockton and has its own enclosed secure outdoor play area. Links with the school have been established. Children attend mainly from the local area, including surrounding villages.

The pre-school is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children aged from two years to under eight may attend at any one time. Presently there are 35 children on roll of whom 23 receive funding. The pre-school is open daily term time only from 9:00am until 3:45pm.

The setting supports children with special educational needs. Nine staff are employed on a regular basis, all but one has relevant qualifications. Three staff are available for supply cover. The pre-school receives additional support from the County Council's Early Years Development and Childcare Partnership. The setting is a member of the Pre-School Learning Alliance.

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

Overall the quality of the provision is good.

Overall the provision was judged to be good. Children are well cared for in a stimulating and welcoming environment. A good range of activities is provided in all areas of learning for them to experience and enjoy. The pre-school is all inclusive and effectively caters for the needs of any child attending. Parents express every confidence in the staff. The staff know the pre-school well and have highlighted strengths and areas for development, consequently the capacity for further improvement is good.

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

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

- ensure planning clearly shows how each activity relates to the areas of learning
- use the assessment of the next steps of learning more effectively to inform planning to ensure activities planned match the needs of all children

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

A committed staff team works hard to ensure the smooth running of the pre-school on a daily basis. All policies relating to safeguarding and child protection are securely in place and regularly updated. Risk assessments are carried out every

day ensuring all areas are safe with special attention given to some of the outdoor equipment. Child protection is a priority and procedures are in place to identify any child who may be at risk. Consequently the children are well protected. In addition, staff are carefully vetted and suitably qualified. Further training is encouraged to develop a deeper understanding of the early years, but courses are not always readily available.

Parents speak highly of the pre-school. 'It's fantastic', 'Staff recognise children's needs', lots of feedback about my child'. These comments reflect the parents' views. Parents say they receive plenty of information about their children and particularly enjoy the learning journals with all the photographs.

The pre-school has an outstanding partnership with the school. The Four plus teacher and the pre-school leader meet weekly to discuss planning and any issues that may have arisen. This is one way of ensuring that activities planned by the nursery for those children who spend the mornings in the Four plus support and reflect what they are doing in the school. Transition to the Four plus class is smooth and children settle quickly because they are already familiar with the staff. The inclusive nature of the pre-school means all children are made welcome. When children with special educational needs and/or disabilities attend the pre-school, additional support and guidance from outside agencies ensures the needs of the children are effectively met.

All recommendations from the previous report have been addressed. The staff regularly discuss how well the pre-school is doing and what areas need further developing. A written record is kept of these discussions. As a result the setting is well placed to move forward.

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

A stimulating environment and caring staff greet the children when they arrive. A wide range of activities in all areas of learning encourage the children to explore, learn and enjoy. There is a good balance between adult led and child led activities and children's interests are taken into account when planning the activities. Planning is detailed but does not show clearly how the activities link to the areas of learning. Despite this children make good progress. Assessment is comprehensive. Each member of staff can record an observation for any child and not just those in their group. The information is transferred to a check list and the next steps for learning highlighted. However, this information is not always used effectively to help staff plan activities that match the children's needs.

There is a strong emphasis on language development and no matter what the activity, staff ask many questions to extend vocabulary and knowledge. Appropriate mathematical terms are used when comparing the length of three threaded shape necklaces. One child says, pointing to the necklaces; 'Smallest, medium and biggest' then looking at the adult's necklace says 'Yours is the baby'. Children in this group also recognise basic shapes. A love of books is developing because staff regularly read to the group. Two children could be seen poring over

a book and retelling the story. Another pretends to be the teacher showing the pictures to an imaginary audience. Computers are available but no-one chose to use them. All these activities are preparing the children well for the next stage of life. Staff are very caring, kind and supportive. The children's welfare is their priority. Consequently, children are happy, settled and confident. There is a lovely atmosphere within the setting. Children are well behaved because they know what is expected from them. Personal and social skills are developing well as the older children are beginning to play together, help and respect each other and listen. The younger ones find the latter more difficult and when listening to a story tend to get over excited and call out. They are encouraged to tidy up and put away one activity before getting another out.

Personal hygiene and a healthy life style are being well promoted through healthy snacks of fruit and water and a constant reminder to wash their hands before eating and after going to the toilet. Children are good at remembering to do this. Lunchtimes are social occasions and children are expected to sit at tables and behave appropriately. Staff sit with the children and encourage them to talk to each other or sometimes discuss what constitutes a healthy life style. Children thoroughly enjoy the outside area and confidently ride round on tricycles or practise their climbing skills. The use of the school hall also enhances the children's physical development and ensures they can have exercise even when the weather is wet.

## 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

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### 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

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## **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