

Barford & Wrampingham Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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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*.

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Description of the setting

Barford and Wrampingham Pre-school registered in 1968. It operates from the Village Hall in Barford, south of Norwich, Norfolk. Children have sole use of the premises during each session which includes a main hall, toilet facilities, kitchen and an enclosed outdoor play area. The Pre-school is open on a Monday, Tuesday and Friday from 9.15-11.45am and 1pm until 3.30pm. On Wednesday sessions are offered from 09.15- 11.45am and Thursday from 12.30- 3pm. A lunch club operates on Monday, Tuesday, Wednesday and Friday from 11.45am until 1pm. All sessions operate during term time only. Children attend for a variety of sessions.

The Pre-school is registered on the Early Years Register and are able to care for a maximum of 26 children from two to five years at any one time. There are currently 50 children on roll, of these 29 receive funding for nursery education. The setting supports children with learning difficulties and/or disabilities and children who have English as an additional language. The Pre-school employs six members of staff including one adult currently serving as bank staff. Of these, five including the manager hold appropriate early years qualifications. They receive support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle with ease in the welcoming and inclusive environment and consequently make good progress in their learning. Extremely effective procedures ensure they are safe and secure and their involvement in other settings they attend is used well to promote continuity in their learning and care. Staff have developed a very strong partnership with parents and involve them fully in all aspects of their children's learning and development. Systems for monitoring and evaluating the provision, to identify priorities for development, are being established to continue to improve the quality of the provision.

What steps need to be taken to improve provision further?

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

- develop further the use of self-evaluation taking into account the views of users to identify the setting's strengths and priorities for development to ensure children continue to receive high quality care and education
- increase opportunities in everyday situations for more able children to write their own names
- develop the outdoor space further in order to support children's learning in a rich and stimulating environment.

The effectiveness of leadership and management of the early years provision

Children are cared for by staff who have completed a wide range of training to ensure they have good knowledge and understanding to support their individual roles. A comprehensive set of written policies and procedures are collated in the informative operational plan, which is readily available to parents, staff and visitors. The written policies successfully underpin the smooth running of the provision and are reviewed annually by the managers to address any changes. Established recruitment procedures are implemented and therefore all staff, committee and regular volunteers complete the required checks to ensure their suitability to be in contact with children. Risk assessment procedures are completed and recorded at the beginning of each day, ensuring children are kept very safe and secure. Outings are risk assessed and recorded prior to children being taken on outings. All staff are confident in the procedures they should follow if they have any concerns about the welfare of any child, and they give good regard to the need to ensure confidentiality in such situations. Systems for monitoring and evaluating the provision are being established, and to assist in identifying priorities for development. However, self-evaluation is not fully informed by the views of all users, to ensure priorities for development are accurately targeted to improve outcomes for children.

The play areas are planned to offer a child-friendly environment. Furniture, toys and equipment are of good quality and well organised to enable children to play in comfort and safety and make real choices in their play, consequently developing their independence and decision making. Each child benefits from a key person who takes time to understand their individual needs and routines in good detail, although it is also clear that all staff gain an overview of each child's needs so they can all be responsive to their needs during the session.

The staff demonstrate an unquestionable commitment to working in partnership with parents. They actively encourage meaningful daily discussions with parents, exchanging information about children's daily routines and sharing photographs that inspire parents' understanding of their children's achievements. The assessment records are always available for parents to read through and the staff value any comments the parents add to these. Regular parents evenings are also organised to enable parents to discuss their children's achievements with their key person. Opportunities for parents to be involved in nursery life are extremely well-promoted, as they are actively encouraged to join the management committee and welcomed in to share their experiences and expertise. Parents willingly take their turn on the parent's rota operated on daily sessions. Regular newsletters and contact via email, displays and information evenings serve as highly meaningful ways to ensure parents are kept extremely well-informed. Parents speak very highly of the setting and appreciate the opportunities to be actively involved in their children's learning and development. The nursery has established strong links with the other Early Years Foundation Stage settings that some of the children attend. For example, staff use communication diaries to actively share information with registered childminders, and they support children's transition into full time school as they invite teachers in to meet the children and share their 'Learning

Story' records. Children are also taken for visits to local primary schools to enable them to become familiar with their chosen school's environment.

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

Children make good progress in their learning and development, skilfully supported by staff who demonstrate good knowledge of the Early Years Foundation Stage. An effective key person system ensures that staff and children develop strong bonds, helping children to feel settled and secure. Staff are well aware of the children's individual progress as they regularly observe their developmental needs and interests. Many of these observations are collated in the children's individual learning story records, along with meaningful photographs. This information is used to identify the next steps in children's learning and linked to the aspects of learning and development in the Early Years Foundation Stage. Staff work well with parents and external professionals to provide effective support for children with learning difficulties and/or disabilities.

Children benefit from a bright, welcoming and child-friendly learning environment. The large hall affords children with ample space to explore the array of high quality play materials in safe and secure surroundings. Children behave well and staff praise their achievements, which helps them to feel good about what they do. Children feel safe as they play safely and have been involved in the practicing of the settings evacuation procedure. The setting promotes healthy lifestyles and helps children adopt good personal hygiene routines. Children benefit from healthy snacks including fresh fruit, crackers and bread sticks and freely access fresh drinking water to help them remain hydrated.

Creatively planned imaginative areas are established to inspire children's role play, for example, children enjoy playing in the camping tent with the sleeping bags, water carrier and cooking on the pretend fire they have made from pieces of wood and coloured tissue paper. Children are confident communicators and are eager to share their experiences with visitors. For example, children tell the inspector of their own experiences of camping with their family saying their favourite camping activities were playing in the site's swimming pool and walking beside the 'lazy river'. Another child proudly showed friends and staff the caterpillar she had found in her garden that morning and brought into the setting as part of the pre-school's creepy crawlies topic.

Children make good progress in communication, language and literacy. For example, they show a strong interest in finding their name cards at snack time and they eagerly ask staff to share books with them. There are poster displays of number and letter around the setting along with an innovative idea of ride-on toys having licence plates of everyday familiar words followed by a number such as mum, jug, cat and bed. A good selection of mark making resources are provided, although these are not always used systematically to support more able children in writing their own names, such as, on creative artwork. Children's experiences are extended as they take part in regular outings. For example, visits are made to animal parks and opportunities made to view the workmen repairing the pot holes

in the road close by. Children are learning about their community through visitors to the setting such as the police, fire and ambulance service. There is adequate provision for children to access the outside play area each session using a variety of equipment. Plans are in place to improve the outdoor area by adding further equipment, for example, large play apparatus and staff are hoping to enable free-flow play to this area.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
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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