

Scarning Pre School

Inspection report for early years provision

Unique reference number 254258
Inspection date 14/12/2009
Inspector Edgar Hastings

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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

Scarning Pre-school opened in 1997. It operates from a mobile building located in the grounds of Scarning Primary School and has its own fully enclosed outside play area. The premises are accessible to adults and children who may have disabilities.

Scarning Pre-school serves the local area, and is on the Early Years Register. A maximum of 22 children may attend the pre-school at any one time. There are currently 49 children aged from two to five years on roll, including 32 funded three year olds. Children attend for a variety of sessions. The setting supports children who have special educational needs and/or disabilities, and is able to support children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 9am until 11.30am and 12.45pm until 3.15pm. Two full-time and three part-time staff work with the children and all hold recognised early years qualifications. The setting receives support from a teacher/mentor from the Early Years Development and Child Care Partnership (EYDCP), and has close links with the host school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision at Scarning Pre-School is good. It meets the needs of the early years children well because there is good support for their learning and development, and their welfare is effectively promoted. This is an inclusive setting where the needs of each individual child are met well, and there is good support for children with special educational needs and/or disabilities. There is a strong partnership with parents, and the setting works effectively with the school and other agencies to ensure all children receive the necessary support and guidance. There have been a number of improvements made since the last inspection and leaders have shown they have good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- implement an effective policy on administering medicines and include effective management systems to support individual children with medical needs 29/01/2010

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

- to further improve the early years provision the registered person should provide a more structured approach for the learning of letters and sounds initially for the more able children

- to further improve the early years provision the registered person should ensure that all documentation to demonstrate suitability is kept up to date.

The effectiveness of leadership and management of the early years provision

The leadership has ensured there are effective systems in place to support children's learning and development well, and to provide effectively for all their welfare needs. There has been good improvement since the last inspection and all issues raised at that time have been effectively addressed. There are now in place procedures to check annually that all staff are mentally and physically suitable for their posts through completion of medical forms. Accident records are much improved and provide more consistent information about the location of injuries. New assessment records have been developed showing clearly how children's next steps in learning are identified and supported. These records are now regularly available to parents, and the 'talking books' which are sent home with the children enable parents to become more involved in their children's learning.

The manager leads a strong team who are all committed to providing good quality experiences for their children. Annual staff appraisal is effective in identifying any training needs and further professional development. The building has been modified since the last inspection and now provides more space in which to organise different activities, and this has improved the learning environment considerably. The staff share the desire to make further improvements and have identified part of the outdoor to be imaginatively developed to support children's play. A grant application has been successful to install a canopy that will enable part of the outdoor area to be used in all seasons. The staff team have begun to develop the use of self evaluation, but although this is still in the early stages it indicates their ambition to provide the best possible opportunities for their children.

Resources are used effectively to support all areas of learning, and are well organised and managed so that children have free access to both the indoor and outdoor environments. The adults, who know all children well, are effectively deployed to make sure all children are well supported either in a group activity or in independent learning. Consequently, children are making good progress in their learning and development, and have built strong relationships with the adults. Children with special educational needs and/or difficulties receive good quality support from skilled staff who are able to identify their individual needs. They receive good assistance in this from outside agencies including the Early Years Team of the local authority with whom the setting has regular contact. An awareness of other cultures is developed through the use of multi cultural resources and the celebration of other festivals such Diwali, Chinese New Year and Wesak.

There are good procedures in place to safeguard all children, and the environment is safe and secure. All staff are trained in child protection, first aid and health and hygiene, and are familiar with how to support children who may be at risk of harm. Due to a clerical error the Criminal Record Bureau disclosures staff list was incomplete at the time of the inspection. Regular risk assessments are carried out

to ensure resources, equipment and premises are fit for purpose, and good hygiene practices are followed. Currently, staff keep a record of medicines administered to children which are signed by parents, but the setting has not yet implemented the required policy on the administration of medicines. There are effective links with the school where information on children's progress and achievements are shared as part of the good transition arrangements. Regular visits to school help children to become familiar with teaching personnel and to establish new friendships with the older children. There is a strong partnership with parents who speak highly of the provision made for their children. There are good systems in place for keeping parents informed about their children's development, and for engaging parents in their children's learning through 'talking books', which children take home each day. Parent's views are often sought as was the case most recently on the proposed new outdoor play development. Parents are very supportive and often help out in the pre-school on a voluntary basis. One parent has painted a mural on the outside wall adjacent to the play area which is very much in keeping with the learning environment, and enhances it greatly.

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

The pre-school offers children a warm and welcoming learning environment, and provides a good range of well resourced activities that offer both interest and stimulation through careful and imaginative planning. The 'free flow' organisation enables children to make their own choice of activity, follow their own areas of interest either inside or out of doors, and to develop some independence. This enables them to develop confidence, especially in the well provided outdoor area, and to develop socially through engaging with other children and adults. The learning environment is well laid out to provide a good variety of activities that support all six areas of learning. There is a good selection of books in the reading area, a colourful range of costumes for role play, a role play post office and a house made from cardboard where children play imaginatively. There is plenty of evidence of children's creative work much of it related to Christmas involving cutting, sticking and the use of glitter. Painting and drawing opportunities are provided and it is evident that creative and fine motor skills are developing well as a result of their experiences. Adults support children's learning well through unobtrusive engagement, and through careful questioning that extends their learning effectively.

Children make good progress in learning. They can use their counting skills effectively when they demonstrate the number of cubes they have fitted together by counting up to ten and beyond. Mark-making ensures children are developing those fine motor pencil skills as they draw and colour pictures of planets using their imagination. A number of children are learning to write their names and to know the sounds of some of the letters. There is not a consistent programme in place to help children learn letters and sounds, that would be of benefit to the older and more able children, in particular, who are at the stage where it would assist their learning and development in this area.

Activities are planned to meet children's needs across the areas of learning.

Regular observations are carried out by the key persons to assess learning and progress, and are used effectively to identify what each child needs to learn next. This information is then used to plan activities to support further learning.

Children's welfare receives good attention and is a key priority for the setting. Children feel safe in the pre-school because of the good level of care they receive. They are learning how to be safe in their play and to be aware of others. Staff regularly advise them of the golden rules of the setting. Visits from the local police carry the message of staying safe outside the setting. Good hygiene procedures protect children from germs and ensure they stay healthy. Healthy eating at snack time and the opportunity for regular physical exercise effectively promotes the idea of a healthy lifestyle amongst the children.

Children enjoy learning because of the activities provided for them and they make good progress as a result. As part of their personal development they learn to share and to take turns, and to help tidy up. Acts of kindness are rewarded and this effectively reinforces their positive attitude to one another. Behaviour is good and children are learning to play together harmoniously. Their good personal development and the other early learning skills that they are developing is preparing them well for the next stage of their education.

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	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

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	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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