

# Acle Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY136364
<b>Inspection date</b>	17/06/2010
<b>Inspector</b>	Janet Keeling

<b>Setting address</b>	Fletcher Room, Fletcher Way, Acle, Norwich, Norfolk, NR13 3RQ
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<b>Type of setting</b>	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

Acle Pre-school opened in the current premises in 2002 and is committee run. It operates from a purpose built unit, known as the Fletcher Room, which is located adjacent to Acle St. Edmund Voluntary Controlled Primary School. There is access to an enclosed area for outdoor play. The group serves children and families from the local and surrounding areas.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children from two to under five years may attend at any one time. There are currently 62 children on roll, all of whom are within the Early Years Foundation Stage. The setting receives funding for early years education.

The group opens Monday to Friday during school term times only. Sessions are from 9.15am to 11.45am and from 12.45pm to 3.15pm. Children attend for a variety of sessions. The setting has procedures in place to support children with special educational needs and/or disabilities, and is able to support children for whom English is an additional language.

There are nine members of staff who work directly with the children, of whom, eight hold an appropriate early years qualification. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy, confident and eager to learn at this very welcoming and vibrant pre-school group. All children flourish with the excellent support, care and dedication demonstrated by each member of the team. Staff are motivated, work successfully together and have a detailed understanding of the Early Years Foundation Stage framework, consequently, children make excellent progress in their learning and development. Staff offer a fully inclusive, warm and welcoming service, supporting all children to actively participate in activities which meet their individual interests and developmental needs. Highly effective partnerships with parents and other agencies ensure that each child's care and education is tailored to their individual needs. The pre-school is led and managed by an experienced, motivated and enthusiastic manager who demonstrates a dedicated approach towards continuous development.

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

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

- review and develop risk assessment procedures to ensure they clearly demonstrate how children will be safely supervised whilst using the outdoor

- areas and ensure the safe storage of children's lunch boxes
- review documentation including children's admission forms.

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

Good priority is given to safeguarding children. Children are safeguarded by effective recruitment and vetting procedures, including effective procedures for the induction of new staff, students and volunteers. Staff have a very good understanding of child protection issues and are fully aware of the procedures to follow should they be concerned about a child in their care. Ongoing professional development is encouraged and staff hold good levels of qualifications and experience. All staff are very competent, demonstrate an excellent understanding of their roles and responsibilities and have a good understanding of health and safety issues. Risk assessments are completed and cover all aspects of the learning environments and outings. However, risk assessments do not clearly demonstrate how children will be safely supervised whilst using all outdoor areas, also they do not identify how children's lunch boxes will be stored safely. Staff routinely verify the identity of visitors to the setting and are vigilant about the safe arrival and collection of children. Children's health, safety and well-being is enhanced by the effective maintenance of documentation, however, children's admission forms have not been updated. Deployment of resources is good. The learning environment is very well organised with clearly defined areas which support children's learning and progress towards the early learning goals. Positive outcomes for children are attributed to the good use of time, space and resources.

The manager and staff have a clear vision for the setting and demonstrate a strong commitment to further enhance the quality of the early years provision. For example, through the completion of their self-evaluation system they monitor the quality and standards at the pre-school. Recommendations made at the previous inspection have been successfully met and have had a positive impact on children's learning and well-being. There is a pro-active and shared vision for inclusive practice, ensuring that every child can achieve as well as they can regardless of their background. All children are unquestionably included and integrated. Staff are dedicated to working with external agencies to support the inclusion of children with special educational needs and/or disabilities. Children's individual identities are nurtured and staff are dedicated to adapting the provision to meet the constant changing needs of the children who attend. Excellent links have been established with the host school where meetings are held with the reception school teacher to ensure children's smooth transition into the classroom environment. The manager has also skilfully established links with other early years settings that children attend to ensure continuity of care and learning. The manager employs a whole group approach and all staff are enthusiastic and passionate about their roles in raising standards for children.

Partnerships with parents are outstanding. Children benefit hugely from the warm and relaxed relationships that have been developed between their parents and the pre-school staff. Staff dedicate time getting to know children and their families, for example, through the effective settling-in procedures that are flexible and tailored

to meet each child's individual needs and specific requirements. Parents access a wealth of information regarding the group, for example, prior to their child's admission parents receive a welcome pack which outlines the setting's ethos. Care plans are also completed with parents regarding their child's individual needs and interests. Regular parent evenings are held which enable parents to discuss their child's progress and achievement. Parents also see many beautiful examples of their children's work attractively displayed around the setting. There are excellent opportunities for parents to become involved in the life of the pre-school. For example, parents are welcome to participate in committee meetings, encouraged to support fund raising events and to help in the pre-school on a rota basis. Parents say, they are delighted with the excellent care and learning opportunities that are provided for their children. They find staff approachable, caring, professional and very knowledgeable about their child's individual needs. Parents value the many opportunities that they have to speak with their child's key person and to look at and to contribute to their child's 'Learning Story' folder.

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

All children thrive in this buzzing, vibrant, welcoming and child-centred environment. Children eagerly enter the pre-school, place their bags and coats by their unique labelled peg and receive a warm welcome from staff. There is a true sense of belonging as children immerse themselves in their surroundings. Space, both indoors and outdoors, is imaginatively organised allowing children to make choices about their own learning and play. Children respond to challenges with great enthusiasm and show good levels of independence, curiosity and imagination. There is a good balance of adult-led and child-initiated activities that result in children being active learners, creative and able to think critically. Staff skilfully interact with the children, are fully aware of their individual needs, ask open ended questions and support children as they play. Children have opportunities to work independently and in small and large groups. On admission to the setting parents share cherished information about their child with the child's key person, this information is used to support a child's individual care needs. Staff have an excellent understanding of children's individual needs as they observe and record information on a daily basis. Information gained is evaluated and used to inform future planning. All children have an individual 'Learning Story' folder which contains both photographic and written information of children's learning, achievements and records of children's own work. The 'Learning Story' folders are shared regularly with parents who are able to take them home and add any information about their child's learning and achievements within the family environment. Children also delight in looking at their folders, often recalling past and present experiences both at pre-school and at home.

Children make excellent progress towards the early learning goals because staff have a detailed knowledge and understanding of the Early Years Foundation Stage framework and because staff know how to develop learning through play. Children relish an excellent range of first hand learning experiences, for example, there was great excitement as a group of children explored bugs and mini beasts, they competently used 'bug viewers' to try and identify the bugs whilst staff supported

their learning by encouraging children to then find a picture of the bug in a reference book. Another group of children played happily in the sand pit, they skilfully poured sand from one container to another, they filled a bucket with sand, carefully turned it over and patted it gently, then removed the bucket to reveal a sand castle. Children are developing a love for books as they freely access the welcoming and comfy book area, they choose a book and snuggle down on the soft cushions and enjoy looking through books with their friends. Children learn to recognise their own name as they self-register each morning and at snack time, they also have many opportunities to develop their mark-making skills. Children's creativity is fully supported through an excellent range of role play equipment, construction toys and access to a wide range of media, such as, paint, water, sand, felt-tips and chalks. Children thoroughly enjoy playing with the play dough, they talk about the colour, how it feels and what it smells of. They vigorously roll, carefully shape and skilfully cut the dough into various shapes, one child said 'mine is a teddy bear', whilst another child said 'mine is a spider and it has eight legs'. Children's physical development is very well supported as they access a wonderfully exciting and very well resourced outdoor area, they crawl through tunnels, bounce on trampolines, balance on part sunken tyres, roll down grassed banks and skilfully pedal bikes. Children learn about their natural environment and about how things grow. For example, they plant peas, carrots, tomatoes and strawberries, and have also planted an up-turned tyre with an array of beautifully coloured bedding plants. Children engage in 'listening walks' where they explore different sounds around them, such as, birds and aeroplanes. Children also benefit from planned outings to places, such as, the play barn, fire station, library and the Dinosaur Park.

Children learn about how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, children regularly engage in emergency evacuation procedures and are gently reminded how to use equipment safely. Children learn about 'stranger danger' and 'road safety' through talks from the local police officer, staff then consolidate children's learning through reading informative stories which reinforce important messages. Children are aware of the pre-school 'Golden Rules' as staff regularly reinforce these with the children. They use pictorial prompts which help children recall the rules, for example, children have 'kind hands', 'listening ears', 'walking feet' and 'quiet voices'. Children learn to negotiate, share toys, take turns with equipment and show consideration for others as they play together and as a result, children's behaviour is excellent. Children are beginning to develop an understanding of the wider world through planned activities, discussion with staff and through access to resources that are representative of diversity. Children are successfully encouraged to develop their own personal hygiene skills, such as independent toileting and automatically washing their hands before snacks. They develop an understanding of healthy eating as they freely choose from a variety of healthy snacks in the very sociable 'cafe style' snack bar and are encouraged to pour their own drinks. Children develop a true sense of responsibility as they help put away toys, confidently apply their own sun cream and competently change from their outdoor shoes into their indoor shoes. Children demonstrate they are acquiring skills that will help them in the future and prepare them for their transition from the pre-school into school.

## 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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
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	1
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