

# Prebend Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	253328
<b>Inspection date</b>	17/05/2011
<b>Inspector</b>	Alison Putnar

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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**

Prebend Pre-School opened in 1985. It operates from the Methodist Church Hall in the small town of Southwell, Nottinghamshire. Children attend from the local area. The group have access to the main room, small room, kitchen and appropriate toilet facilities on the ground floor and occasional use of a room on the first floor. There are enclosed outdoor play facilities. The group operates on Monday to Friday from 9am to 12noon, during school term times and a lunch club operates from 12noon to 1pm depending on individual need. A breakfast club is currently being trialled on a Thursday from 8am to 9am, which will be reviewed at the end of the summer term.

The pre-school is registered on the Early Years register and on both parts of the childcare register. A maximum of 30 children may attend the group at any one time. There are currently 35 children from two to five years on roll, of these, 19 children receive funding for early education. The group currently supports children with special educational needs and/or disabilities. A two year pilot scheme arranged via SureStart is in place for those children with learning difficulties.

There are six permanent staff who work with the children. All hold recognised early years qualifications and are supported by a P.V.I. Representative. The group is a member of the Pre-School Learning Alliance and receives support from the Nottinghamshire Local Authority.

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

Overall the quality of the provision is good.

Staff organise routines and plan and provide a wide range of experiences that effectively support children's learning and development on the whole. As a result, all children make good progress in relation to their starting points. Effective systems are in place for working in partnership with parents and relevant professionals to provide an inclusive service that meets individual needs. Children's welfare and safety is protected through secure practices. The culture of reflective practice enables the group to highlight strengths in the provision and bring about positive changes to further benefit the children, showing a strong commitment to continually improving the pre-school.

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

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

- develop increasing opportunities for children to make greater choices from other resources and equipment available to further extend their ideas and enjoyment
- extend further the two-way flow of information with parents; more frequently

sharing the next steps for children's progress to ensure all are working together to help children reach their full potential.

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

Staff and relevant members of the committee have secure knowledge of safeguarding procedures enabling them to protect children from harm and neglect. All adults involved in the pre-school undertake appropriate vetting procedures ensuring their suitability to be working with children. The staff team work hard to create a welcoming environment, each day transforming the hall into a child-friendly space. Visual checks of the setting are conducted daily and documented to ensure the environment remains safe and suitable. Risk assessments are also conducted to reduce the risk of accidents in the setting and when out on trips. Children are supervised well and supported to learn about safe practices through play and discussions. Required policies and procedures are in place and used to guide staff practices. These policies are available for parents enabling them to feel secure in the settings safe practices which also develops a shared sense of responsibility in promoting children's welfare. For example, parents are aware to keep children at home if they are unwell to prevent the spread of illness.

Children have good relationships with staff. The key worker system is effective in helping children to settle well. Staff get to know the children well and use this knowledge to provide a varied range of activities that capture children's interest and help them to make progress as they play and explore. As such, children make good progress in relation to their individual starting points. High adult-to-child ratios means that children receive good levels of individual attention. Children make choices from the activities laid out by staff, a selection of which are in response to child feedback, although the children have fewer opportunities to freely choose from other resources available on a daily basis due to the pre-planned nature of the setting. Staff observe children in play noting their progress and highlight next steps for individuals to work towards. This information is then considered when planning further activities to help children build on the skills they already have. Adequate methods are in place for sharing this information with parents and other settings the children attend.

Staff appropriately promote equality and diversity. Through discussions, activities for a range of festivals and celebrations, and trips out in the community they begin to help children to understand about the society in which they live and the wider world. Close working relationships with parents and other relevant professionals ensure that each child gets the support they need. Staff and children begin to use sign language and gestures to aid communication with those with less developed language skills. Good links are established with the local schools supporting a smooth transition as children move on in their education. This includes regular visits to engage in activities, such as attending concerts or summer events. The effective settling in system ensures that children are confident and that parents are provided with relevant information about the pre-school. Parents spoken to during the inspection, comment positively about the setting and express their confidence to approach the staff or key worker at any time. The secure relationships

established between staff and parents promote a sense of trust and ensure that information is shared regularly. Opportunities are provided for parents to be involved in the setting through the parent helper rota, joining the committee and through many fundraising and social events. Their views are sought and the pre-school acts upon any suggestions, an example of this is the provision of lunch and breakfast clubs.

All recommendations from the last inspection have been addressed, evidencing a commitment to improvement. The setting now provides better facilities for hand drying which improves healthy practices. They have also extended opportunities for children to explore the wider community through more trips out and inviting visitors to the setting to share their skills, knowledge and experiences. A positive commitment to developing skills further through ongoing training or working towards higher qualifications is evident. Staff meet as a team regularly to discuss practice and identify further training needs and there are suitable appraisal systems in place to support this. They review practice regularly and work with relevant professionals to highlight areas for improvement to bring about positive change for children. An example of this is the settings progress in developing a sensory garden and creation of a secure outdoor play area, increasing opportunities for physical play, fresh air, exercise and recognising that some children learn better outdoors.

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

Staff observe children during play and use this information to monitor progress and plan for future learning. Appropriately, high priority is given to supporting children's personal, social and emotional skills. As a result, children settle well, appear happy and are confident, forming a firm foundation for future learning. Staff consistently support those new to the group to help them begin to settle. Appropriate systems are used to encourage good behaviour and promote children's positive self-esteem. For example, children smile with pride as their achievements are celebrated and recorded on the 'I Can Tree'. Children willingly share and take turns when hiding treasure for others in the group to find, following sensitive encouragement and positive role modelling from staff. Frequent opportunities are created for children to develop their independence. They choose when to access the cafe for snack time and serve their own foods, developing skills such as spreading their own crackers or bread. These routines are skilfully used to support other areas of learning, children develop early reading skills as they find their name card to post in the snack box or recognise the pictures and words on the menu board.

Staff use their knowledge of the Early Years Foundation Stage to ensure that children develop skills for the future. They take account of individual's interests and favourite activities and effectively use these to introduce new concepts to children through practical play opportunities. For example, staff help children to explore mathematical concepts when creating collage pictures of caterpillars, as they describe shape and size when using different sized circles of paper. Children

are encouraged to take part as they can observe real life caterpillars and join in conversations about their life cycles. Staff extend and support children's language skills through introducing new words such as 'chrysalis and cocoon' during their discussions. A group develop their creative skills, playing imaginatively in the pirate ship, dressing up and looking for treasure using cardboard tubes for telescopes, while younger ones confidently recreate familiar scenes, making food for their friends in the home corner. Children practise with tools, such as, crayons, scissors and glue sticks developing the hand control and skills needed for future writing. Young ones enjoy activities, such as, trays of sand and explore early mark making experiences, creating marks with wheels on the toy cars or using their fingers.

Children feel secure as they are familiar with the routines for the session. Younger ones are supported to understand these routines with adult support and through looking at visual time lines in the setting, an effective tool for those with less developed communication skills. There is a good balance of adult-led and child-initiated activities, keeping children involved and making sure they achieve and enjoy. Children make choices from a good variety of activities set up in the hall and also engage in large group activities for story, singing and movement sessions. Through discussion and play and following good adult role models the children learn about safe practices. When on trips out in the local environment they talk about road safety and wear high visibility jackets. They understand the need to sit on the carpet until they are called as adults come to collect them at the end of the session. During practical activities they begin to learn to use tools safely, such as scissors and woodwork tools under close supervision.

Children's health is well-promoted in the pre-school. Frequent opportunities are now provided for children to play outdoors and gain fresh air. The sensory garden offers increasing opportunities for children to explore the natural world. A group gather to plant and care for seeds ready for their garden centre project in the summer. Healthy snacks are provided in the setting along with a weekly cooking activity for children and parents, encouraging all to consider healthy options, such as making 'veggie pizzas'. Children follow suitable hygiene routines, washing their hands before snack time or after visiting the bathroom. Staff are vigilant in supporting this practice and maintain good cleaning routines in the setting to reduce the risk of spreading germs or illnesses.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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