

Newton Flotman Pre-School

Inspection report for early years provision

Unique reference number	254189
Inspection date	10/06/2011
Inspector	Jacqueline Mason
Setting address	Newton Flotman Village Centre, Norwich, Norfolk, NR15 1QF
Telephone number	01508470294
Email	
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

Newton Flotman Pre-School has been registered since 1977. It operates from the Village Centre in the village of Newton Flotman. The main hall and reception room are used along with the kitchen and toilet facilities. There is a fully enclosed garden available for outdoor play, with the recent addition of a purpose-designed canopy to enable children to play outside in most weather conditions. Children from the village and surrounding villages attend the setting.

The setting is open from Monday to Friday during school term time only. It offers two sessions from 9am to 11.30am on Monday and Wednesday and from 9am to 12 noon on Tuesday, Thursday and Friday. Afternoon sessions are available from Monday to Thursday from 12.30pm to 3.30pm. Lunch time sessions are available from 12 noon to 12.30pm every day except Monday and Wednesday. On Friday children attend from 9am to 12 noon, or until 1pm when they bring a packed lunch.

The setting is registered on the Early Years Register to care for no more than 26 children from two to five years at any one time. There are currently 83 children on roll. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and supports children who speak English as an additional language.

Seven staff work with the children. Two work full-time and the others work on a part-time basis. All staff hold appropriate early years qualifications to Level 2 or 3 and two staff have Level 4 qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

An extremely positive ethos of inclusion and a highly developed knowledge of each child's needs ensures that staff successfully promote children's welfare and learning. Children make excellent progress in their learning and development, supported by a well-qualified, caring and highly motivated team. The health and safety of all children is effectively managed and all policies and procedures necessary for the safe and efficient running of the setting are in place. Partnerships with parents are outstanding. This is a key strength of this setting and in addition there are exceptional links with the local school and others who provide care and learning for the children. Self-evaluation is rigorous and successfully identifies the strengths of the setting and areas for development, resulting in actions that are well-targeted and bring about sustained improvement in the early years provision.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person

should consider:

- further support children's learning with regard to the accessibility of ICT equipment.

The effectiveness of leadership and management of the early years provision

The setting is organised exceptionally well to ensure that the needs of all children are met. Staff significantly enhance the development and welfare of children as they have a clear understanding of safeguarding requirements. All staff attend safeguarding training to ensure that they are aware of the signs and symptoms of abuse to help them recognise when children may be at risk. Comprehensive policies and procedures are robust to ensure any safeguarding concerns are managed effectively. Children's health, safety and well-being are significantly enhanced by the implementation of clear procedures and practice. Staff attend additional training to ensure that children's individual medical and health needs can be met to a high standard. Recruitment procedures are suitable to ensure that those working with children are suitable to do so and the Criminal Record Bureau (CRB) Disclosure records for staff are kept on site.

Leaders and managers communicate effectively and purposefully with staff at all levels, leading and developing a culture of reflective practice and self-evaluation. A wide range of methods are used to evaluate the setting, including the Ofsted self evaluation form, The Norfolk 'Towards Excellence in the Early Years' RAG (red, amber, green) rating system, discussions between staff and with parents and children. Suggestions made by parents are acted upon, for example, a copy of all letters and newsletters is put into a file in the reception area following concerns from a parent that some correspondence may be missed if a child does not attend for any reason. Staff are motivated and inspired to work towards meeting and sustaining ambitious targets. The targets set are ambitious, achievable and time limited. Morale amongst staff is very high and staff are committed to their own professional development, resulting in a team which is well-qualified and competent.

Equality and inclusion is at the heart of all that the setting does with the children. Staff have an enthusiasm that makes the setting an exciting place to be and are highly effective in ensuring that all children are able to participate fully. Concerns about children's learning and development are managed sensitively and the setting works effectively with outside agencies to meet special educational needs and/or disabilities. Staff are highly successful in meeting the needs of children who speak English as an additional language and effectively integrate all children into the setting.

Children clearly benefit and thrive in the environment that they are in. This is due to the stimulating and welcoming environment that includes high quality toys, furniture and equipment that helps to ensure the environment is conducive to learning. In addition, staff are deployed effectively and are actively engaged with the children. There is a clear, effective key person system that ensures each child

has a named adult to take responsibility for their day-to-day care, well-being and learning. The key person establishes highly inclusive systems of communication with parents to keep them very well informed about all aspects of their own children's achievements and well-being and staff promote tailored guidance and information about precise ways in which parents can support their children's learning. Parents report that they are extremely happy with the setting and feel that the high quality staff team, their friendliness and their genuine interest in their children helps them feel a deep sense of trust and involvement in the setting and their children's learning.

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

Children are eager to attend and make significant gains in their learning. This is because they are motivated by staff who are well-qualified and enthusiastic. The quality of teaching is exceptional and staff work closely with parents to establish children's starting points, their likes and dislikes. As a consequence, staff promote a highly stimulating and welcoming environment. They plan effectively to ensure that children's learning and development is supported and the exceptional organisation of the educational programme reflects rich, varied and imaginative experiences that are fun, provide challenge and are built around children's interests. This stimulates children's curiosity to help them make rapid progress in all areas of learning and development.

Activities are evaluated and children's learning is rigorously observed and assessed to ensure that future planning promotes the next steps in their learning, using possible lines of development (PLODS) as a basis for this. All staff know the children very well and skilfully adapt activities, both child-initiated and adult-led, to enable children to participate at their own level. The setting currently supports children with learning difficulties and/or disabilities and teaching methods are highly effective to promote inclusion in all activities and routines of the day.

Children feel safe and secure in the setting and have excellent relationships with staff who treat children with genuine warmth and positive regard. Children demonstrate a dynamic role in their learning and show high levels of independence, curiosity and concentration. They behave exceptionally well and have excellent relationships with each other, understanding and respecting the feelings of others. They play well together, cooperate and are developing excellent negotiating skills. When playing with a slot-together foam hopscotch children assemble the pieces, link them into a hopscotch shape, sequence the numbers correctly and then queue to await their turn to play on it. All of this is achieved without any adult involvement or intervention. Children understand right from wrong and any unwanted behaviour is managed sensitively by staff, taking into account children's ages and level of understanding.

Staff provide experiences that stretch children's learning through asking extending questions to develop and challenge their thought processes. The environment is very much child-led with staff showing a clear understanding of how children learn and progress. Staff promote the wider world well, providing positive images of

culture, disability and gender. Staff often use children's experiences as a basis for this, for example activities have been planned around Australia as a child is emigrating there soon. As a result, children are developing positive attitudes towards others and a strong knowledge and understanding of their own customs and cultures as well as those of others. The exceptional organisation of consistent routines within the setting helps children to develop a sense of security. They know what happens next throughout the day and this helps to contribute to their sense of belonging. Free-flow of movement between indoor and outdoor spaces helps children develop independence. The outdoor space is well-planned and includes opportunities for children to develop in all areas of learning. For example, children are able to explore the use of writing materials, such as, clipboards alongside the play telephones. The telephones are used creatively by children to 'phone' home. Older children are able to write recognisable letters and younger children are encouraged to explore mark-making. They enjoy books and sit in the reading area in small groups, looking at books together and following the illustrations to retell stories. Children are developing skills for the future, although, the current arrangements for information communication technology (ICT) means that children are not able to easily access the computer due to the incompatibility between the height of the computer trolley and the chairs.

Children's health and physical needs are met to a high standard. Children have ownership of their health and well-being and demonstrate that they are well-informed about healthy living. They attempt puzzles that depict healthy eating and confidently talk about foods that are good for them. They understand the importance of good personal hygiene and a 'rolling-snack' programme means that children are able to eat and drink when they want. Children sit together with staff at lunchtime and this time is promoted as a lovely, social time when staff and children chat about what they have done during the morning session.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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