

# Schorne Pre-school

Inspection report for early years provision

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<b>Unique reference number</b>	140860
<b>Inspection date</b>	03/11/2011
<b>Inspector</b>	Hayley Marshall

<b>Setting address</b>	The Village Hall, North Marston, Buckinghamshire, MK18 3PA
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<b>Type of setting</b>	Childcare - Non-Domestic

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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**

Schorne Pre-School has been registered for over 25 years. It operates from the main hall and fully enclosed garden of the Village Hall in North Marston village. Children attend from the village and surrounding areas. The pre-school may care for up to 26 children at any one time. There are currently 23 children on roll aged between two and four years of age. Children aged three and four years are funded for free early education. The pre-school currently supports a number of children with special educational needs and/or disabilities and those who learn English as an additional language. The pre-school is open Monday, Wednesday and Friday from 9.15am until 2.45pm and Tuesday and Thursday from 9.15am until 12.15pm. There are five staff who work with the children. Two hold a relevant qualification at level 2, two hold a qualification at level 3 and one is working towards a qualification at level 3.

The pre-school is managed by a parent committee and is accredited with the Pre-School Learning Alliance.

It is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

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

Overall the quality of the provision is outstanding.

Children who attend the pre-school thrive because of the exceptional care provided by staff. Children feel happy, confident, settled and generally learn to respect difference. Staff are highly effective in maintaining a safe, secure and enriching environment for them to play and learn. Partnerships with parents, carers and wider professionals are outstanding. As a result, children's individual needs are extremely well catered for. Recommendations from the last inspection have been effectively addressed. Highly reflective evaluation systems demonstrate that the pre-school has an excellent capacity to maintain continuous improvement.

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

To further improve the high quality early years provision the registered person should consider:

- encouraging further children's awareness of each others' differences.

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

Staff demonstrate a comprehensive knowledge of how to keep children safe because they have undergone a robust induction procedure and undertake continued training. Extensive vetting procedures effectively assess the suitability of all those who work with children. All staff are aware of their individual responsibilities and carry out regular risk assessments to help maintain an environment where children feel extremely safe and secure.

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The manager of the pre-school is exceptionally successful in inspiring the staff team to meet ambitious targets. The high expectations of all staff and committee members have a significant impact upon improving the outcomes for all children. Extensive monitoring, analysis and self-challenge enable the pre-school to devise exceptionally well targeted plans. Self-evaluation is highly effective in assessing strengths and weaknesses. Processes for managing the professional development of staff are outstanding and as a result, there is high morale amongst staff who enjoy their work and share a belief in the pre-school's success.

Children enjoy a stimulating and challenging environment inside and outside, rich in opportunities to develop their learning in all six areas. The excellent use of resources and staff deployment means that all children thrive and make outstanding progress from their individual starting points. Children learn about diversity in the wider world in which they live through innovative use of photographs and imagery throughout the environment. Planning reflects children's individuality and follows their unique needs and interests. Staff have exceptional knowledge of children's backgrounds and needs and excellent partnerships ensure that all children receive high levels of support. However, staff do not always teach children to understand the different needs of others.

The pre-school is highly committed to establishing and maintaining working relationships with external agencies and services. Excellent partnerships with wider professionals are highly effective in promoting the well-being of children who attend the setting. The highly motivated parent/carers committee have a very positive relationship with staff and are involved in all key decision-making. The pre-school has actively taken on board the views of parents and carers and have extended opening times in line with requests. A wide range of methods of communication keep parents and carers informed of their children's progress and achievement. As a result, they feel included in their children's care and learning. The strong levels of engagement between the pre-school and parents/carers mean

that they are highly complementary about the care their children receive at the pre-school.

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

Children enjoy their learning at the pre-school because they have an abundant supply of highly stimulating activities and resources available to them. Staff share warm and nurturing relationships with children and provide learning opportunities that follow what children are interested in such as building Edinburgh Castle from large bricks. Children develop skills in communicating, literacy and numeracy through an extensive range of activities and resources. Creative use of natural resources stimulates children's imagination and inquisitiveness. As a result, children are highly motivated to learn and problem solve. Children play an active role in their own learning by selecting what they would like to play with and moving resources around the pre-school environment to enhance their learning and understanding about the world around them.

Children demonstrate an outstanding sense of belonging within the pre-school. During group time, they display high levels of confidence and self-esteem because staff give them responsibility for small tasks. For example, counting how many children are present and telling a member of staff how many children will require snack today. Diversity is valued within the pre-school through a wide range of activities and experiences. Behaviour in the pre-school is exemplary and children have an excellent awareness of responsibility within the environment such as when tidying away toys. Children are extremely respectful of each other and accept each other's differences. They demonstrate sensitivity and understanding to each other's needs as a result, all children have an extremely strong sense of security.

Children show an excellent awareness about the importance of healthy eating, although they do not always understand why some children might require a different diet to themselves. Free access to the outside area throughout the session means that children are developing a good awareness of the importance of regular exercise. They engage in activities that make them feel out of breathe and push themselves to undertake physical challenges such as climbing the ladder to the slide. Children are able to get themselves a drink of water when they feel thirsty and enjoy healthy food at snack time. Picture charts and labels help children understand how to minimise the risk of the spread of infection by using tissues and disposing of them in the bin provided. Children wash their hands after playing outside and before eating because they know they need to wash away germs.

Staff put stringent procedures in place to help to keep children safe. Opportunities for children to take small measured risks by using tools and equipment independently mean children take responsibility for their own safety and that of others. Staff encourage children to feel confident by placing items of comfort such as teddy bears, into the member of staff's pocket. Children know that they can retrieve these at any time and so they settle quickly because they feel secure. The high quality of staff interactions with children mean that children feel exceptionally

safe whilst at the pre-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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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