

Morley Under Fives Pre School

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Morley Under Fives Pre-school originally opened in 1977 and relocated in 2001. It operates from a mobile classroom in the grounds of Morley Primary School in the village of Morley, near Wymondham, Norfolk. All children have access to a secure, enclosed, outdoor play area.

A maximum of 17 children may attend the pre-school at any one time. The pre-school opens each weekday. Sessions are 7.40am to 4.45pm Monday and Thursday, and 7.40pm to 11.30am and 3pm to 4.45pm Tuesdays, Wednesdays and Fridays. The pre-school is open during school term times only.

There are currently 12 children on roll for pre-school sessions, who are all within the early years age group, and 52 children on roll for the after school club sessions. Of these, 10 children receive funding for early education places. Children come from the village and surrounding areas and attend for a variety of sessions. The pre-school is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The setting employs two full time and two part time members of staff. Of these, three hold appropriate early years qualifications at level 3 and the remaining member of staff is due to begin working towards a qualification. Another member of staff is also working towards a Foundation Degree in Early Years and Leadership and Management.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The pre-school provides children with excellent opportunities for imaginative and effective learning. The activities provided support the needs of children in the Early Years Foundation Stage extremely well and the children clearly enjoy the activities provided for them. Staff provide an excellent range of resources and activities with the use of the school and community woods being a major strength of the provision. The setting has an excellent understanding of its strengths and weaknesses through an outstanding self-evaluation process. Therefore, it demonstrates an excellent capacity for 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:

- developing the use of the outdoor area when school building work is completed so that it provides a more effective learning environment.

The effectiveness of leadership and management of the early years provision

Safeguarding arrangements are excellent and are supported by high quality policies and procedures. Documentation is in line with the Local Safeguarding Children's Board guidance. The staff have an excellent understanding of child protection responsibilities and their roles. The correct checks on adults working with the children are carried out robustly. The accommodation is on the site of the primary school and shares many of the same security systems. When working outside, especially in the wonderful wooded and wild areas, the staff make excellent efforts to ensure safety has a very high consideration whether regarding first aid provision, traffic, or the natural dangers that may be encountered, such as stinging nettles. The pre-school provides a very safe environment in which to learn and play. Regular risk assessments for all aspects of the provision are carried out thoroughly. Supervision is superb and the enclosed outdoor area used by the pre-school is secure and safe, although the building work on the school site has meant this has had to be adapted and will need to be further developed as a learning resource once the work is completed. However, staff have made excellent use of the opportunities provided by the building work to create a range of imaginative learning experiences based on the children's observations. For example, builder role play has had a high profile. A record of the building work using photographs and children's comments is providing an excellent, ongoing learning platform for developing children's knowledge and understanding of the world as well as advancing their language and communication skills. During the inspection, for example, children watched a concrete mixer at work with interest.

The staff are very experienced and knowledgeable practitioners. They regularly take up opportunities for training that develops their knowledge and professional development. Therefore they keep up to date with new initiatives and ideas and continually seek to improve their practice. The pre-school continually seeks to evaluate itself through communication and questionnaires with parents and through a continual review of its work, including the ongoing review of children's progress.

The staff plan and assess the children's work in effective and efficient ways that provide an excellent basis for their learning. The planning is focused very carefully on the pre-school's vision for developing their inquisitiveness and thinking skills. This helps children have more say in what they want to learn and also to develop enquiry skills through a wide range of imaginative and creative activities. When the activities are assessed, children's learning is recorded in detail. This shows the excellent progress in a range of learning that takes place over time and the exceptional preparation for their future education. This is done through observations, formal and informal, and is recorded in learning story books. These assessments then lead to the next steps which staff plan based on what children have demonstrated they know. Detailed reports are provided to parents and also to the school to support children's transition when they are ready to start full time education. Outstanding links with parents and carers result in very positive parental comments on how happy their children are and how much they are learning. Children are quickly settled into routines and ready to take a full and

happy part in the life of the pre-school. Parents are regularly informed about progress and learning through the 'sharing diaries', which also give parents a superb opportunity to share with staff information about what has happened at home or what learning they have noticed. Excellent links and partnerships with a variety of outside bodies are used very effectively to ensure children are fully safe, secure and able to benefit from staff training and the pre-school's excellent provision.

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

The excellent education provided by the pre-school found at its last inspection has been maintained. A major strength is the way it uses the outdoor facilities of the school and the local community. Although the leader and other staff would benefit from more training in best practice in this area, outstanding opportunities are already provided for children to learn about the woods, pond and wildlife found nearby. During the inspection a walk in the woods was used by staff to highlight some excellent learning about habitats, plants and woodland creatures, including the investigation of a molehill, as well as aspects of the seasons, especially autumn. Children dress appropriately and all necessary health and safety guidelines are followed and shared with the children so they take excellent responsibility for their own safety. These facilities are also used during the after school sessions, when dens and shelters are built and an excellent range of outdoor games are played.

Children have an excellent understanding of how to keep themselves healthy. This is very well promoted by the adults as they give children opportunities to take responsibility and develop their independence. For example, at snack time children sit with an adult and select the fruits they want to put in a fruit salad before being given the opportunity to prepare these themselves. Hygiene routines are very well understood and happily followed by the children. Children's behaviour is exemplary throughout the pre-school and this is due to the excellent relationships created with the staff and the clear enjoyment children get from their learning and the activities provided for them. When staff read to children they listen extremely well, while following the story closely and commenting on it at appropriate pauses. The staff's questioning skills and interactions with children continually promote their thinking skills. Children have many opportunities to produce creative work and the pre-school's displays reflect these with an excellent set of clowns' faces on paper plates and patterns made by rolling conkers in paint. The photographs in children's learning stories show them engaged in a wide range of learning activities, including work to develop early counting and calculation and the development of writing skills. Those who find learning easier are given more challenging activities to extend their learning further. For example, children are expected to label work with attempts at writing their own names. Those who can already write their names are challenged to write other words to label aspects of their work.

The excellent resources available to children promote learning for all early learning

goals. Although the outdoor area is hindered currently by the school's building work, children have access to other school facilities, such as the hall, field and pond area, as well as the community woodland. Physical development is promoted through many activities, using a range of equipment and apparatus. Role play develops children's creative and imaginative skills as they dress as builders or imaginary characters from stories. Outside expertise is used to promote learning as well. For example, the setting held a gym club and enjoyed visits from vets and librarians. Sessions end with a quiet 'circle time', providing children with an opportunity to reflect on their learning that day or to talk about something they have brought from, or done at, home.

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

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| 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

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|--|---|
| 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

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| 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

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| 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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