

The Fledglings Pre-School

Inspection report for early years provision

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Inspector

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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).

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

The Fledglings Pre-School has been registered since 2011 under the Governing Body of Salhouse VC Primary School. It operates from a self-contained mobile classroom within the grounds of Salhouse Primary School, in Norfolk. The setting has use of the school playground and field for outdoor play. The premises are accessible via a small flight of steps or via a purpose designed ramp.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 16 children from three to under five years may attend at any one time. There are currently four children within the Early Years Foundation Stage on roll and the setting is in receipt of government funding for nursery education. The Pre-school is open each weekday from 12noon to 3.15pm, term-time only. Children attend for a variety of sessions. The setting also offers before and after school care plus a holiday club during school holidays for children over the age of three years. The setting supports children with special educational needs and/or disabilities.

Staff are employed to meet the required adult to child ratios and hold appropriate qualifications for their positions. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make positive progress in their learning and development and experience good levels of care within this setting. They benefit from an inclusive range of play opportunities that are planned and organised generally well to meet individual children's needs and interests. Most of the required documents and records are in place to effectively support the management of the setting. Strong partnerships with parents and systems to develop partnerships with other settings and professional services, contribute to children's individual needs being actively met. Systems for monitoring and evaluating the provision are being established to consistently identify and target priorities for the development of the provision.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve the system for monitoring the ongoing suitability of the staff, in particular their duty to declare any information which will affect their suitability to work with children (suitability of adults).
- 16/02/2012

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

- strengthen the links with other providers to fully support children who attend different early years settings
- enhance the observation and assessment system to ensure that the information gained is used consistently to guide planning so that every child is suitably challenged by the learning experiences provided.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as staff have an up-to-date understanding of child protection issues. They attend regular training in safeguarding to ensure they are able to recognise the signs and symptoms of abuse and know how to report concerns. There are effective systems in place for the safe recruitment of staff. All staff undergo enhanced Criminal Records Bureau (CRB) disclosure checks. This helps to ensure that all those working with children, or having contact with them, are suitable to do so. However, the provision do not notify all people connected with the provision who work directly with children, of their duty to declare any information which will affect their ongoing suitability to work with children. Induction procedures for all new staff and students ensure they are fully aware of their roles and responsibilities. All documentation is clear and accessible. The premises are secure to prevent unauthorised access or children leaving unsupervised. Appropriate risk assessments are in place for the premises, outdoor areas and larger pieces of physical play equipment used by the children. In addition, staff carry out a visual check before children's arrival to minimise potential risks for children and to ensure the premises are safe. The premises provide a suitable venue for children to experience a range of activities. Some low level, accessible storage enables children to make choices in their play, consequently developing children's independence. Attractive displays featuring photographs of children enjoying activities, thoughtfully presented artwork and displays on specific topics ensure the environment is attractive to children and they experience a strong sense of belonging. Routines are flexible to meet the needs of children and their parents.

All the staff are well qualified for their positions and work closely together, supporting each other to promote consistency in care for individual children. High adult to child ratios during the pre-school sessions ensure children benefit considerably from individual time and attention. The setting strives and succeeds in providing an inclusive facility where all children, regardless of age or ability are actively encouraged to take part in the range of experiences on offer to them. Although the setting has only been operating for a relatively short period, staff have begun to reflect on practice to identify strengths and recognise the scope for further development to improve the outcomes for children. This is fully supported by the Head Teacher and Governing Body of the school. Support and guidance has also been sought from the Local Authority, demonstrating the settings sound commitment to enhancing the provision for children and their families.

Children benefit significantly from the strong, trusting partnerships which develop between the staff and their parents. Parents are warmly welcomed by staff and

clearly feel comfortable within the setting. Staff dedicate time getting to know children and their families, fostering good relationships and helping to ensure children feel safe and secure. Parents are very complimentary about the setting and feel able to contribute their ideas. Staff make themselves available to give feedback to parents each day so they are fully informed about the days events. The pre-school has effective systems to support children as they move on to their local primary school. They are starting to develop further the working partnerships with other early years providers which some children attend, in order to promote continuity in care and learning.

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

Children are happy, confident and settled within the setting. They make sound progress in their learning and development as staff have a secure understanding of the Early Years Foundation Stage. There is a good balance of adult-led and child-initiated activities that result in children becoming independent and being active learners. All children are valued and treated with equal concern and any specific requirements are sensitively catered for through discussion with parents and other professionals. Staff get to know the children well and base planned activities around children's interests, therefore, children become actively engaged. They observe children regularly, noting their progress, however, are not using the information gained from their observations to consistently identify children's next steps so that individual plans provide suitable challenge for children in all areas of their learning.

Staff are caring, affectionate and responsive to children's needs, building trusting relationships and encouraging children, from an early age to be confident, curious and explore their environment. A strong emphasis is placed on enabling children to become independent, use their initiative and make decisions. They are able to make lots of choices and decisions about their play and know where to find toys and equipment they want to use. For example, they seek the materials they require to make a den, communicate their ideas clearly to staff so that this can be constructed and enjoy the imaginative play which arises once complete. Staff are skilled in supporting children during their play. They show a genuine interest in what children are doing, offer encouragement and provide additional resources which enhance children's play. Children develop a vivid imagination which contributes to their role play. They transform the puppet theatre in to a restaurant, create space figures from cuddly toys and act different scenarios with puppets, small figures or dolls. Children talk and communicate with confidence. They confidently express their ideas and frequently join in conversations, demonstrating a widening vocabulary. They thoroughly enjoy stories and listen avidly as staff read. Mathematical language is encouraged and children are helped to recognise capacity and understand measurement and weight. They eagerly engage in cooking activities, helping to weigh ingredients and talk about sharing half the dough mixture. They build with small plastic cups. This develops their critical thinking skills as they work out how to carefully place the cups to create towers or more complex pyramids. Children delight in enticing opportunities offered to play and learn outside. They energetically run, ride small wheeled toys, climb and

balance, building their muscle strength and physical capabilities. They go on walks around the school grounds seeking worms or ladybirds and learn about the natural world. Children eagerly explore a range of materials, such as paint, water, dough, or cornflour mix. They experiment with the textures as they feel these with their hands or use tools to make patterns. A range of resources promote children's understanding of technology as they freely play with programmable resources or access a laptop computer to play games.

Children are encouraged to adopt healthy lifestyles in which healthy eating and enjoyment of exercise are encouraged. They are provided with healthy snacks and drinking water is accessible. A hot meal can be provided for those children staying over lunch-time or parents provide a packed lunch which meets children's dietary needs. Staff use meal-times to engage children in relaxed conversation and encourage them to think about healthy eating principles. Everyday routines encourage children to develop good personal care and hygiene routines, for example, children independently wash their hands before eating or after toileting. Children choose when they need to rest and snuggle on comfy sofas with a book. Children walk between the setting and other pre-school settings attended, providing daily fresh air. Staff use this as an opportunity to introduce safe practices, such as safe road crossing. Children feel safe within the setting because staff reinforce the need to act responsibly and carefully. They know the rules for the safe use of equipment and are learning how to keep themselves and others safe. Children are developing a positive understanding of the wider world as they access a range of resources that are representative of diversity and also celebrate cultural festivals throughout the year. Staff act as good role models for children, are caring and sensitive to all children's needs. Overall, children demonstrate that they are acquiring good skills that will help them in the future and prepare them for their transition in to 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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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