

# Rudham Pre-School Group Little Owls

The School House, School Road, East Rudham, King's Lynn, Norfolk, PE31 8RF

<b>Inspection date</b>	24/10/2012
Previous inspection date	01/04/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff demonstrate a good knowledge of the revised Early Years Foundation Stage and this is used well to ensure that children make good progress in their learning and development
- An exciting and well-resourced outdoor space encourages children to develop good physical skills, which supports their well-being and good health.
- Children are confident, interested and eager to learn. They articulate, have good social skills and use language and their imagination well to organise their ideas and develop their play.
- Children's safety is given a high priority and all staff take the necessary steps to keep children healthy and safe.

### It is not yet outstanding because

- Children enjoy mark making opportunities that are provided, however, they have fewer opportunities for writing during role-play and outside.
- Children have opportunities to learn about diversity through celebrating cultural festivals, books and puzzles. However, they have fewer opportunities to learn about diversity through role-play.

## **Information about this inspection**

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed activities in the indoor and outdoor learning environment and toured the premises.
- The inspector talked to a number of staff and parents.
- The inspector completed a joint observation with the manager.
- The inspector sampled documentation relating to the suitability of staff and the qualifications of practitioners working with children.
- The inspector reviewed a sample of children's assessment records, planning documentation and children's learning stories.

### **Inspector**

Sue Mann

## **Full Report**

### **Information about the setting**

Rudham Pre-school Group Little Owls registered in 1986. The setting operates from the former schoolhouse at East Rudham Primary School. There is an enclosed garden. Children have access to the whole of the ground floor. The pre-school is run by a

committee made up of parents and serves East and West Rudham and the surrounding villages. The pre-school is open every morning, from 9am to 12pm and from 12pm to 3pm, four days per week.

There are currently 26 children attending who are within the early years age range. The pre-school is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The pre-school supports children with special educational needs and/or disabilities. The pre-school receives funding for the provision of free early education to children aged three and four years. The pre-school employs five staff; the manager and deputy hold appropriate early years qualifications to level 3. The pre-school also employs a level 6 member of staff. The rest of the staff hold appropriate early years qualifications to at least level 2.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- extend the range of mark making resources to give children better opportunities to engage in early writing skills and use writing for a purpose, for example, in the role-play area and outside.
- provide role-play areas with a variety of resources reflecting diversity. For example, dressing-up clothes and play food.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children are making good progress in their learning and development as staff demonstrate a secure knowledge and understanding of the Early Years Foundation Stage. Staff regularly observe what children can do and maintain clear records of the progress they are making. They use this information, as well as children's interests, to guide individualised planning and ensure that activities are relevant to children's emerging interests. Focussed activity sheets are also effectively used to plan adult-led learning experiences. This shows how the activity will be organised and how the different learning needs of the children will be met.

Overall, children benefit from the good range of resources, which cover all the seven areas of learning. Children enjoy mark-making opportunities using a range of resources, such as

pens, pencils and paper. However, there are fewer opportunities for children to develop early writing skills and writing for a purpose during role-play and other activities, such as outside. Children are confident and inquisitive and show an eagerness to explore other resources. For example, a construction area encourages children to build tractors, aeroplanes and other models, which are then played with using their developing imaginative skills. Children have good opportunities to develop their language skills, staff make good use of open-ended questions to encourage children to take their time and think their answers through. This allows children to respond with interesting and thoughtful answers.

Children benefit from a varied outdoor play area. This is well resourced with a range of equipment to excite and encourage children to enjoy being outside in the fresh air. Children enjoy problem solving with a range of guttering and frames, which they use to explore movement and gravity. A large wooden climbing frame doubles up as a ship and a castle and provides ample scope for children to develop good role-play and imaginative skills. A canopy directly outside the back door, allows children to enjoy the fresh air even in bad weather. Staff use this area to provide opportunities for children to play in sand, water and use large paint rollers to create patterns on paper. The pre-school's guinea pigs are housed in their hutch in this area; children pick grass and leaves, which they feed to the guinea pigs. Staff are on hand to ensure that children do not feed the guinea pigs with inappropriate vegetation or put their fingers through the wire. This develops children's understanding of how to care for animals.

Parents are encouraged to become involved with the pre-school through regular special days, such as 'dad's day' and through regular parent meetings. These allow the parents and the key person to discuss each child's development and work together to provide continuity of care. Parents are on hand to help with the garden improvements, such as improving the pathways to create wider pathways for the children to ride around on their bikes and sit and ride toys.

### **The contribution of the early years provision to the well-being of children**

The well-established key person system helps children to form secure attachments, which promote their well-being and independence. Therefore, children are happy, content and confident in the pre-school. Children are settled and their behaviour shows that they feel safe. Children display curiosity towards visitors to the setting and confidently ask questions. Parents comment that they are very happy with the settling-in process and the progress that their children are making at the pre-school. Staff are knowledgeable about their key children, which enables them to support and concisely plan for children's next steps towards the early learning goals.

Children have access to two main rooms within the premises; the larger room is brightly painted and has many boards displaying the children's work. Children are able to access a good range of creative activities, such as making colourful rockets and role-play, within the room. The smaller room houses an exciting range small world play and provides areas for children to enjoy and share books with their friends and staff.

Children behave well in the pre-school; they learn essential social skills such as the importance of saying 'please' and 'thank you'. Children are supported to develop a good understanding of keeping themselves safe. Children are reminded not to run indoors and follow rules to keep themselves safe when playing on the equipment in the garden. Regular emergency evacuation procedures are practised, which mean that children have good opportunities to learn how to protect themselves in the event of an emergency. Good care routines and practices support children's well-being. Children are encouraged to wash their hands after being in the garden and before visiting the rolling snack bar. Parents provide their children with snacks; the pre-school also offers children a selection of fresh fruit if parents do not provide snack. Children's independence is further enhanced through being allowed to pour their own drinks. Parents provide children's lunch and staff and children sit together, which provides children with opportunities to develop their social skills. Fresh drinking water is available at all times, to ensure that children do not get thirsty whilst at pre-school.

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

Children are safeguarded well as staff have attended regular child protection training. This means that staff have a full understanding of what they should do in the event they have a concern about a child. The main door is protected by a security system, which ensures that children and parents arriving and leaving are monitored. Comprehensive risk assessment and daily checks ensure that the premises are safe for children. Effective risk assessments are carried out for any outings that the children may be offered. Systems are in place to ensure that staff complete all the necessary checks required to be working with children.

Regular staff meetings enable staff to discuss future development plans, which means that the setting is maintaining continuous development. Annual appraisals are used to identify training needs, staff are encouraged to attend courses or work towards higher qualifications. This enables staff to constantly improve their understanding and skills to support children to make good progress in their learning and development. Clear policies and procedures and well maintained children's records support the safe management of the pre-school. The staff team has successfully addressed the actions and recommendations raised at the last inspection. This secures the pre-school's commitment in maintaining continuous improvement.

Children play and learn in an environment where all staff actively promote equality of opportunity and anti-discriminatory practice for all children. Children are given opportunities to develop an understanding of other cultures and diversity through celebrating festivals, puzzles and sharing books. However, resources, such as dressing up and play food within role-play areas are limited. This means that children are not able to fully develop their understanding of diversity through play.

Self-evaluation by the manager, staff and parents ensures that the pre-school is able to formulate clear plans for the future. Parents' and children's views add to the process, through questionnaires and verbal conversations. Plans for the pre-school's continuous

improvement are implemented by the manager. For example, she is currently applying for grants to help secure funding in order to make further structural improvements to the building and the outside space.

Children benefit from the good relationships that parents have with the staff. Many of the parents are on the pre-school committee, and therefore are able to become fully involved within the pre-school's day-to-day running. Information in the entrance hall ensures that parents are fully informed of events. The pre-school has good links with the local village school, to which they are attached and other schools within the locality. This enables children's smooth transition into school. Systems are in place for information sharing between the different settings that children attend. The staff team access support from local authority early years advisors and other professionals, such as speech therapists when required, which ensures that all children are supported effectively.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for

	registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	254048
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	818461
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	17
<b>Number of children on roll</b>	26
<b>Name of provider</b>	East and West Rudham Pre-School Group
<b>Date of previous inspection</b>	01/04/2010
<b>Telephone number</b>	01485 528 487

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years

Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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