

Serendipity Pre School

Willow Road Community Centre, Willow Road, DARLINGTON, Co Durham, DL3 6PZ

Inspection date

Previous inspection date

15/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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|--|---|
| 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

- The strong staff team have a secure understanding of the learning and development requirements, which they use to plan a wide range of activities and experiences for each child.
- Relationships with parents are strong and parents are kept well informed; leadership effectively involves staff in purposeful ways and improves provision through ongoing professional development.
- Well-established routines ensure children feel safe, behave well and are confident to select tasks and join in activities with adults and other children. They are forming strong relationships with both peers and staff members.
- Staff meet safeguarding and welfare requirements well for each child. Robust and rigorous policies and procedures are implemented which ensure that children are protected.

It is not yet outstanding because

- Although a detailed self-evaluation is in place and takes into account the views of staff, and committee members, this is not fully developed to include views of parents.
- The setting has embraced a system for staff performance which includes how staff support each other. This process is informal therefore the impact on improving practice with children is not clear.

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.

Inspection activities

- The inspector observed activities within all areas of the setting.
- The inspector met with the manager and discussed a range of subjects and looked at records and policies.
- The inspector talked with staff children and with parents.
- The inspector fed back to the manager and staff member.

Inspector

Eileen Grimes

Full Report

Information about the setting

Serendipity Pre School was registered in 2012. The setting operates from a single storey building adjacent to Willow Road Community Centre in Darlington. The setting serves the local area and has strong links with the local school. The setting is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday, term time only. Sessions are from 7am until 6.30pm. Children are able to attend for a variety of sessions. The setting is registered on the Early Years Register. There are currently 27 children attending who are within the early years age range. The setting provides funded early education for children aged three and four

years

The setting employs five members of childcare staff. Of these, one staff member has early years qualifications at level 5, one at level 4, two at level 3 and one at level 2. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- develop the use of thorough self-evaluation to identify how this is used to reflect on practice and to gather the views of the parents
- develop the current informal system for peer observations to maximise strengths of the team.

Inspection judgements

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

Children are enthusiastic, curious and keen to learn. This is supported by the skilled interaction of staff who challenge children through open-ended questioning and value their comments and contributions, whilst also understanding when to allow children freedom to play and explore. Activities link closely to children's interests and preferences due to the secure assessment procedures used by staff. This means children become engrossed and fully involved in their play.

Evaluations of activities and the areas used by children help staff to continually improve the environment to support children's learning. For example, the home corner is regularly changed which results in children engaging in various forms of imaginative play. Overall, children have easy access to an excellent range of toys, equipment and resources that support their learning. Excellent use is made of both indoor and outdoor areas to promote and extend learning, enabling children to play and learn in a way which is right for them. For example, children look at bugs in books and then go and look for worms when outdoors. This well considered approach and good support helps to ensure that all children make good progress in their learning and development throughout all areas of learning.

Children are confident communicators; they make their needs known and enter into detailed conversations about how and why certain things should be done. For example, with the support of staff two children work together to resolve how a nappy will fit onto

their baby, accessing resources such as glue sticks and scissors. They consider and try out several ideas before finding a solution that works highlighting their ability to think critically and solve problems.

Focused activities and games support children in making rapid progress in their language skills, narrowing the gap in this area for some children with identified needs. Children who speak English as an additional language use tools such as photographic time lines, pictures and simple signs to help them communicate. Staff who are fluent in the child's home language ease the transition from home to setting. They use books for reference to support their learning as well as enjoying fictional stories.

Children have plenty of opportunities to develop physical skills. They investigate moving up and down the stairs in different ways, on their stomachs and crawling. Children are settled and secure within the familiar routines and consistent boundaries and expectations. They understand how they can help each other and are gaining the ability to work together with others. Staff gather accurate information through observations and discussions with parents to help them establish children's starting points and stage of development. This enables them to plan activities that will support children in building on what they already know to gain new skills. They are developing systems to complete two-year-old progress checks for the younger children. Parents are kept well informed of children's learning; frequently sharing children's 'learning journeys' with key persons. This helps them to feel fully involved in their child's learning and promotes consistency.

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

Children are settled and secure and develop strong bonds with their key person and the friendly and caring staff team. Secure settling-in arrangements mean children are able to separate from parents or carers confidently. They become increasingly independent in their personal care needs. For example, when children use the toilet there is a sign to remind them to wash hands. They use the soap, water and paper towels to make sure their hands are clean before they have their snack.

Staff are consistent in their expectations with regards to children's behaviour, sometimes drawing children's attention to what is expected of them. They learn to share, take turns and consider the needs of others as they play, helping them in building relationships. They consider the feelings of others as they talk about how actions will make them and others feel. Children receive lots of praise and encouragement, making them feel proud of their achievements and encouraging them to have a go.

Through playing with resources that positively reflect differences, they learn to respect and value diversity and consider the needs of individuals. The setting is trying to establish links with the local schools to which most children go on to attend. They understand the importance of working in partnership to help to ease their transition into mainstream school.

Staff are vigilant about safety at all times. Risk assessments are completed and safety monitored throughout the session. Children are encouraged to participate in risk assessing areas within the setting, raising their awareness of how to keep themselves safe. For example, they talk about how to use scissors carefully and what can happen if they are silly.

The environment is very well maintained and positive practices are followed to support children's health. Children enjoy healthy snacks and drinks during the day. As staff sit with children to have their lunch, they talk about the contents of their lunch boxes and how certain items can help to support their health. Indoor and outdoor play areas are used well to support children's learning and benefit children's health. Children explore all areas confidently, accessing toys of their choice from the very wide range available. There are quiet areas for rest and easily accessible toilet facilities which enable children to become increasingly independent in managing their personal care needs.

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

Strong leadership and effective team working means that all those involved within the setting strive to offer the very best care for children. All have a clear understanding of their responsibilities in meeting the Early Years Foundation Stage requirements for learning and development and welfare. This is due to thorough induction procedures and recently implemented supervision. Staff are well qualified and have a positive attitude towards continuous professional development. This helps practitioners to improve their knowledge, understanding and practice to benefit the care and support they offer to children. Peer observations are completed on an informal basis, which results in some missed opportunities to share staff expertise and therefore improve outcomes for children. Regular staff meetings help to ensure a consistent approach, which means children feel secure and settled.

Self-evaluation and careful monitoring of the setting offers the management opportunities to identify strengths and weaknesses. However, although the committee has input into the self-evaluation all parents are not actively involved in this process. Once identified, weaknesses are prioritised and acted upon so that positive improvements are made for the children. All aspects of the curriculum are reviewed regularly. This helps staff to identify children's needs and learning preferences and provide them with a broad curriculum that supports their development.

Staff have a consistent knowledge of all policies and procedures and are updated when any are reviewed. For example, all staff are fully aware of new policies implemented to enhance the setting's safeguarding arrangements. Rigorous procedures are followed with regards to staff recruitment and vetting, which includes checking the suitability of staff, students and volunteers. This helps to protect children from harm.

Strong partnerships with parents, carers and others involved help staff to meet children's needs. Detailed information is provided for parents about the setting. This includes settling-in sessions, providing them with the opportunity to see how the setting works and to develop their understanding of the importance of play and how staff support each child in the setting. Links between key persons and parents are strong, ensuring ongoing information sharing to promote consistency. Parents' views and ideas are welcomed and actively encouraged.

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

| | |
|------------------------------------|--------------------------|
| Unique reference number | EY447362 |
| Local authority | Darlington |
| Inspection number | 800569 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 20 |
| Number of children on roll | 27 |
| Name of provider | Serendipity Pre-School |
| Date of previous inspection | Not applicable |
| Telephone number | 07432129909 |

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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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