

Little Pirates at Drake

Drake Infant and Nursery School, Fairfields, Thetford, Norfolk, IP24 1JW

Inspection date	12/12/2012
Previous inspection date	13/06/2005

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are very secure and are quickly ready to learn because the key worker relationship is very strong. As a result, children make rapid progress.
 - Children's assessments are precisely focused to meet their individual learning needs and styles.
 - Children enjoy continuity in their learning because staff fully engage parents in the activities in the setting.
 - Children's learning is built upon successfully in each stage of nursery life. Transitions between rooms are seamless and children do not falter in their learning.
 - Children are taught by a dedicated staff team who work with a common purpose; children are top priority in everything they plan and do.
 - All staff show high commitment and dedication to their roles and the impact is evident in the children, who flourish.
 - All children reach their full potential because managers have introduced extensive monitoring of the educational programmes.
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- Parents have not been able to take their child's learning journey home to add to or to share with extended family.

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 in the Tiddlers room, Friendly Fish room and Crew room.
- The inspector spoke with the head teacher, assistant head teacher, manager of the nursery, staff and children during the inspection.
- The inspector carried out a joint observation with the manager.
The inspector looked at children's learning journeys, children's records, a selection of policies and required documentation. She also took account of the setting's self-evaluation document.
- The inspector spoke to a number of parents during the inspection.

Inspector

Andrea Snowden

Full Report

Information about the setting

Little Pirates at Drake was registered in 2004 on the Early Years Register and the compulsory part of the Childcare Register. It operates from purpose-built rooms within Drake Infant School in Thetford, Norfolk. Little Pirates is part of the Thetford Drake Children's Centre. It serves the local area and is accessible to all children. There is an enclosed area for outdoor play. The setting is managed by the school governors and 23

staff are employed to work with the children, some on a part-time basis. There are 20 staff who hold suitable childcare qualifications to at least level 3, including three staff with Qualified Teacher Status.

Little Pirates opens Monday to Friday all-year-round, between the hours of 7.30am and 5.30pm. A breakfast club, after school club and holiday club are also provided. There are currently 153 children on roll who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- offer parents the opportunity to take children's learning journey records home to add their contributions and to share with extended family.

Inspection judgements

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

Children thrive at Little Pirates because the staff are highly skilled and effective teachers. They fully understand how each and every child learns best and plan and provide exciting and motivating activities for them. Staff are inspirational and as a result, children are enthusiastically engaged in learning from the minute they arrive in the setting. Staff ask purposeful questions to children, for example, they test their skills by asking, 'what do you think?'. When the child responds, their self-esteem is boosted as staff say 'see! You did know'. Staff promote their high expectations of the children by acting as positive role models and teaching children good personal and social skills to support their wider learning. Children fully respect their environment and toys and equipment because even the babies have been introduced to 'tidy up time'.

Observations, assessment and planning are cohesive and ensure that all children make systematic progress across the areas of learning. There are comprehensive monitoring systems in place to ensure children reach their goals. Monitoring is used extensively to secure support for children who need it, identify any possible gaps in the curriculum, resources or staff knowledge. Children move through the different rooms of the setting with ease. Staff carefully consider children's transition and make sure that they are supported until their confidence is fully established. As a result, children do not experience any interruption in their learning due to upheaval.

The unquestionable strength of partnership between parents and the nursery ensures that children flourish in their learning both in nursery and at home. Parents speak highly of the staff and report that attending sessions, such as the 'story cafe' helps them understand how their child learns through play. Parents are frequently updated about their children's progress and regularly ask to see their 'learning journeys'. They report that they are delighted with their child's progress, especially in their independence and confidence.

There is a sharp focus on children's communication and language throughout the nursery. Babies use some words clearly already, but staff reinforce the correct sound of the word to help their speech development. Additionally, through routinely using 'Tiny Talk' signing alongside the spoken word, all children are learning to communicate with one another non-verbally. By the time children are settled in the 'Friendly Fish' room their vocabulary has improved greatly and they are able to communicate their feelings and needs clearly. Older children speak eloquently, using a wide range of complex language to support them in their talking, for example, 'I made a telescope' or 'It's an astronaut, the captain'. Children with English as an additional language are supported extensively. Staff recognise that first they need to be secure in their routines before they can learn at all, so through purposefully planned activities and the use of visual timetables and pictures, children are given the confidence to tackle learning new words in a different language. Children with special needs are fully supported by the setting and particularly by their key person. Strong partnerships with other professionals, such as Portage or speech and language therapists, ensure that all adults working with the child promote their learning and development with consistency.

Young children are totally captured at story time. They are all fully engaged in the book, joining in with the repeated rhyming lines. They anticipate what might happen next in the story and listen carefully to find out. Older children practise their reading skills. At this time they are receiving Christmas cards from their friends; they open them and with help are able to sound out the letters to reveal the name. Mark-making equipment is freely available, and young children are refining their small muscle movement in readiness for holding a pencil. Babies are introduced to, and revel in, a wide range of sensory activities such as gluing and painting, whilst the older nursery children have written their letters to Santa Claus.

Babies are intrigued by pop-up toys and peek-a-boo games, whilst toddlers enjoy piecing puzzles together and using shapes. Older children are confident in number and count confidently. Staff encourage them to think about positional language such as under, on top and beside in activities and story books. Children create wonderful pictures with a range of media, enjoy sticking with glue, experience different textures such as feathers, foil, tinsel, and tissue. They sing Christmas songs as they decorate the tree and talk about how different instruments sound, particularly the jingle bells.

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

Children flourish in this nursery because staff get to know them quickly and know what makes them happy. Exceptionally close partnerships with parents ensure that each and

every child is provided for according to their individual needs. As a result, children become ready to explore at an early stage. Very young babies snuggle into their key person for cuddles and reassurance. Older babies are beginning to feel confident enough to explore their surroundings further, supported by their familiar adult. Toddlers and pre-school children separate from their parents with ease and many older children show reluctance to leave at home-time because they are having so much fun. Children have formed firm friendships and the older children work together successfully because they have learnt the importance of sharing and taking turns. Children are heard explaining that 'I am sharing the water with my friends because that's what you need to do'. The oldest children in the setting are confident and initiate conversations with adults, asking questions, for example, they ask visitors what they are doing at nursery.

Children's physical development and understanding of their bodies is actively promoted and as a result, they learn the importance of looking after themselves. Children eagerly explain that they like fruits and vegetables because they make you healthy and most children eat tasty nursery meals, which are both healthy and varied. They ask for second helpings of the chicken curry and rice and still have room for apple crumble and custard. Children who do not eat well are encouraged gently by staff with comments, such as 'try, it will give you lots of energy for this afternoon'. Babies are encouraged to feed themselves and to hold their cups and they are helped by staff to learn to take off their own aprons, developing independence towards dressing and undressing. Children recognise when they are sleepy and beds are provided. Children's individual sleep times and patterns are respected and so their physical needs are fully met. The outdoor play area is highly exciting and provides children with places to explore and investigate allowing them to 'have a go', for example, at creating music from the pots and pans strung to the fence. Whilst stretching their physical skills, children are also taught about their personal safety. For example, when a child climbs on the table to put the star on top of the Christmas tree, a member of staff talks to him about the dangers of doing that. When children run indoors they are asked to think about why they should not do this and when handling small tools, such as scissors staff are vigilant to children's safety.

The layout and use of activities in the rooms are adapted to meet each and every child's needs. Displays and equipment which promote diversity add to the rich and stimulating environment and children make free choices from the vast selection of toys. Warm cosy areas are available for rest. The layout of the nursery allows children to quickly learn to be independent, for example, when using the bathroom. The thoughtful presentation of activities entices children in, and through adding new resources staff are able to help children extend and build on their ideas.

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

Children benefit considerably from a dedicated staff team who all work with a common purpose, in that children's learning, development, health and safety have top priority in everything they do. Staff are self-motivated, resourceful and well organised and therefore children's continuous learning is assured. There is a robust system in place for reflective practice. Managers often take time to observe staff working with the children and then use

this as the basis to discuss and share knowledge and skills. This ensures the excellent practice in the setting is shared by everyone, successfully supporting children's learning.

The self-evaluation is robust. The account of the setting is accurate and demonstrates that managers have an in-depth knowledge of what goes on and how well their staff perform. There is a real sense that all staff and managers have a commitment and drive for improvement. This is supported by a clear action plan that ensures any areas for improvement are pursued and overcome.

There are effective performance management systems in place and staff are actively encouraged to progress their professional development. Staff and managers take decisions together, and there is a real sense of pride and ownership in the setting from everyone involved. Parents and children have a strong voice in the setting and parents are frequently asked for their views and feedback. Children spoke about loving the music and dance sessions so these have now been incorporated into their everyday learning opportunities. Everyone's contributions are highly valued. Staff have a meticulous understanding of the importance of child protection issues and safeguarding children from harm. There are rigorous procedures in place to maintain a clean and safe environment and all record keeping to promote children's health and safety is maintained to a high standard.

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	EY284703
Local authority	Norfolk
Inspection number	820011
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	153
Name of provider	Drake Infant and Nursery School
Date of previous inspection	13/06/2005
Telephone number	01842 762055

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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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