

# Orleton Pre-School

Orleton School, Orleton, LUDLOW, Shropshire, SY8 4HQ

<b>Inspection date</b>	13/11/2012
Previous inspection date	25/02/2010

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

## The quality and standards of the early years provision

### This provision is satisfactory

- Children form secure emotional attachments with staff and are happy and confident.
- Children are keen to learn because practitioners have a sound understanding of how to engage and capture children's interest. They recognise that children learn through play and provide a warm and welcoming environment where most resources are easily accessible and attractively displayed.
- The practitioners demonstrate a good understanding of their responsibilities with regard to the safeguarding and welfare requirements. Consequently, children are cared for in a secure environment.
- Children make good use of the outdoor play area; they enjoy the flexibility of moving from inside to outside during play.

### It is not yet good because

- Staff's knowledge and understanding of the revised framework of the Early Years Foundation Stage is basic and affects their ability to accurately identify children's stages of development and what they need to learn next.
- Systems for keeping parents informed about their children's progress and to support the sharing of information about children's learning at home are in the early stages of development.
- Staff do not implement the behaviour management policy consistently which results in the behaviour of some children being challenging at times.

## 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 throughout the day, including joint observations with the manager.
- The inspector spoke to the manager, childcare staff, chair-person and the children throughout the day.
- The inspector looked at the children's learning records, planning documentation, evidence of suitability of practitioners working within the setting, the setting's self-evaluation and a range of other documentation.
- The inspector also took account of the views of the parents and carers spoken to on the day.

## Inspector

Tina Smith

## Full Report

### Information about the setting

Orleton Pre-school was registered in 2009. It operates from a separate building in the grounds of Orleton Primary School, near Ludlow, Shropshire. The building is fully

accessible. Children have access to an enclosed outdoor play area. The setting is open each weekday from 8.45am to 5.30pm, term time only.

The setting is registered on the Early Years Register and both parts of the Childcare Register. There are currently 23 children aged from two years to under five years on roll. The setting supports children with special educational needs and/or disabilities. School age children attend between 3.00pm and 5.30pm each week day.

There are seven members of staff; all hold appropriate early years qualifications to at least level 4. The setting receives support from the local authority and is a member of the Pre-school Learning Alliance.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the educational programme by; reviewing and extending staff's knowledge and understanding of the revised framework for the Early Years Foundation Stage; reviewing the planning for individual children to offer extension and challenge and identify the differing ways in which children learn.

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

- develop further systems to share information with parents about their children's progress and provide opportunities for all parents to contribute towards their children's learning and development both within the setting and at home.
- implement the behaviour management policy consistently and consider ways for all staff and all children to be aware of what acceptable behaviour is and what is not.

### **Inspection judgements**

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

The staff have a basic understanding of the Early Years Foundation Stage framework and how to promote the learning and development of the children. Appropriate levels of support are provided to ensure children have some opportunities to make progress in their learning and development, taking into account their starting points, how often they attend and the length of time they have been at the setting. Practitioners observe, plan and assess children's learning but their next steps are not always clearly identified and staff do

not use guidance, such as Development Matters in the Early Years Foundation Stage to help them make judgements about whether a child is showing typical development for their age. This results in learning experiences that are not always fully matched to each child's learning needs, or not rigorous enough to help build on what children already know so that they can progress further.

The setting plans activities around the children's interests, ensuring that children's favourite resources are readily available. For example, they make sure there is a selection of paints so that children can express their creativity. The pirate ship and small world toys are accessible so that children can engage in imaginary play. Construction materials, such as 'stick together' straws, encourage children to problem solve, to explore, investigate and to use their imagination. A group of children comment 'look we've made umbrellas' and walk around the room holding them above their heads. Staff promote children's communication skills throughout the day by engaging them in conversation. They ask them to share their thoughts on what they would like to do next, or by talking about past events, for example, their birthday parties. Children comment 'I got lots of presents' and 'I had a party with a dragon'. Staff take time to listen and to make links to the children's home life. This promotes children's confidence and self-esteem as well as challenging their thinking. Children play cooperatively together building a wooden train track. They talk about the different lengths of track commenting 'mine's bigger' They discuss the different engines and colours before a child stands back and loudly comments 'look that's huge.' Children gain confidence in using numbers in their play and are encouraged to count, for example, how many engines there are on the track and how many cups are left after a snack. Children are given the opportunity to make marks as they use their fingers in the sand, before continuing to fill and empty a variety of containers.

Children learn about the world around them as they regularly go for walks around the village and within the school site. They use this opportunity to collect things of interest, such as different coloured leaves, for their texture tray. Children are prepared for the next stage in their learning, because staff give careful consideration to preparing them for school. They meet with the local schools and invite Reception teachers to visit the setting to meet the children and their key person and to discuss their individual needs.

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

Key aspects of children's well-being are sound. An appropriate key person system is in place which helps both parents and children to build relationships with a designated member of staff. Staff are attentive and kind, giving the children cuddles and reassurance when needed. Consequently, the children are happy, secure and settled. The setting has an effective settling-in policy. Parents are encouraged to stay and play until their child feels ready to be left. All children show a sense of belonging within the setting and display good levels of confidence and self-esteem. Though most children's behaviour is generally good, not all children are fully aware of what acceptable behaviour is and what is not, for example, climbing on tables or throwing toys. This is because strategies used to tackle unacceptable or challenging behaviour are inconsistent.

Children are beginning to learn about their own safety, for example, they are reminded not to throw sand as it can hurt their eyes. Children have a growing awareness of healthy foods and drinks, which is fostered through appropriate discussions with the staff. Parents provide their children with packed lunch and reminders are sent to parents requesting they consider healthy options for their child. Staff also bring a packed lunch so they can sit with the children to model healthy eating. Children are developing a suitable understanding of their own personal hygiene and care needs as they follow daily routines and are encouraged by the staff to be independent.

The setting provides children with an attractive and well-resourced outdoor learning environment that successfully promotes their enjoyment of being active. Children enjoy daily outdoor play and are able to explore different sections of the garden. It consists of a planting area, small climbing apparatus, sand pit, playhouse, tables and chairs. Children freely select and play with a selection of bikes and push-along cars; they excitedly shout 'look, I'm fastest' as they race along the path. A group of children talk about the wheels on their cars and ask for a spanner to fix them. Staff support the activity well and find some tools to extend the learning opportunity. A child comments 'it smells', which promotes a discussion within the group before they all conclude that someone is having a bonfire.

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

The setting is suitably led by the manager who is keen to promote continual development and lead the setting forward. She has identified some priorities for improvement and staff are encouraged to participate in the setting's self-evaluation. An area identified for development is the observation, planning and assessment process, and the need to clearly identify and act on the next steps for the individual child.

There are effective systems in place to show that staff are suitable to work with children, and this ensures that staff who are employed are checked with regard to experience, qualifications and suitability. All staff have a secure knowledge of child protection procedures which means they know what action to take if they are concerned about a child. The setting encourages professional development and staff access training as and when it is made available. They regularly cascade their learning experiences at team meetings.

The setting has positive relationships with parents and share information about their children's routines and the activities they participate in. They do this by informal meetings at the end of the day and by a two-way communication diary. However, systems for parents to be kept informed about their children's progress and to share information about their children's learning at home are not yet fully developed. Newsletters keep parents informed of events taking place within the setting and also of any changes to practice. These include the recent revisions to the requirements of the Early Years Foundation Stage. The setting has a sound understanding of the advantages of liaising with other

professionals, and are keen to develop this further. Parent's comments during the inspection show they are happy with the setting, for example, a parent commented, 'my child is very happy; staff are great with the children'. However, some felt the setting could do more to involve them in their children's learning and development.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### 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>	EY398783
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	879337
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	20
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Orleton Pre School Group
<b>Date of previous inspection</b>	25/02/2010
<b>Telephone number</b>	01568 780143

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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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