

# Heighington Pre-School

Millfield County Primary School, Mill Lane, Heighington, LINCOLN, LN4 1RQ

## Inspection date

10/01/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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

- Children engage in a wide range of interesting activities which are delivered through indoor and outdoor play. These are made purposeful as staff actively engage with children, asking questions as they play. This results in children making good progress within all areas of learning.
- Partnership working with parents, carers and other services is good. Information is regularly shared and exchanged to ensure children's individual needs are met. It is also helps to promote a consistent approach to children's learning, helping every child achieve to their full potential.
- The setting uses a robust system of self-evaluation and they effectively monitor their educational provision. This results in children's care, learning and development being effectively promoted as continuous improvements are made.

### It is not yet outstanding because

- Observational assessments have yet to be consistently used by all staff to identify and plan more effectively for children's next steps for learning. For example, staff have yet to fully use the developmental statements in planning, to ensure all future activities provide further challenge for each child.
- Everyday routines, like snack time, are not always consistently used to further develop older children's independence with their health and self-care skills.

## 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 and care practices within the indoor and outdoor play areas.
- The inspector spoke with staff within the setting and she held a meeting with the manager.
- The inspector looked at children's observational assessment records and planning systems. She also looked at relevant documentation, including information used to assess the suitability of staff and the settings self-evaluation form.
- The inspector also took into account the views of parents and carers spoken to during the inspection and through a written reference letter.

## Inspector

Melanie Arnold

## Full Report

### Information about the setting

Heighington Pre-school has been operational for a number of years and re-opened in 2012 when it moved to new premises. It now operates from a mobile building in the grounds of Millfield County Primary School in Heighington, Lincolnshire. The pre-school is privately owned and managed and serves Heighington and villages in the local area. The pre-school is accessible to all children and there is an enclosed area available for outdoor play.

The pre-school opens Monday to Friday during school term times. Sessions are from 9am to 3pm every day except Wednesday, when the setting opens for the morning session only from 9am to 12noon. A breakfast club also runs from 7.50am to 9am each day. Children attend for a variety of sessions. The pre-school is registered on the Early Years Register and there are currently 58 children on roll within this age group. The pre-school provides funded early education for two-, three- and four-year-old children.

The pre-school employs seven childcare staff. Of these, five staff hold appropriate early years qualifications at level 3, one holds a qualification at level 4 and one holds a qualification at level 5. 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 further consistency with planning, observations and assessments, with regard to using the development statements where appropriate when planning future learning experiences for individual children to identify possible areas in which to further challenge their current learning and development
- ensure staff fully utilise opportunities at snack time to further develop older children's independence with their health and self-care skills, with regard to allowing children to help prepare their own food.

### **Inspection judgements**

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

Children happily engage in an interesting range of hands-on learning experiences delivered through indoor and outdoor play. Staff actively engage with children asking lots of questions during activities. This creates purposeful play experiences, which enables children to make good progress in their learning and development. Each key person plans for their specific group of children, which ensures activities remain focused on children's interests. This is because groups are small and staff can, therefore, respond to children's emerging interests and needs. For example, after observing a child independently playing a game of 'What's the time Mr Wolf', a member of staff plans this as a future activity for their whole group of children. She uses it as a valuable play experience to encourage children to play cooperatively with their peers. Children's awareness of counting is also skilfully promoted as they are encouraged to count out how many steps to take as they move towards the 'wolf'. Ongoing observational assessments are in place and used to

monitor children's progress. However, they are not always consistently used by all staff to effectively identify and plan for children's next steps for learning. For example, although an interesting range of adult-led activities are planned; these sometimes lack specific links to the developmental statements. This results in future planned activities not always providing further challenging experiences for individual children.

Good partnership working with parents, carers and outside agencies results in continuity of care and learning being promoted for all children. This helps children to achieve to their full potential within all areas of learning. Parents and carers are kept closely informed about their children's progress and development through a progress check at age two and through regular review meetings. Staff also encourage parents to contribute to their children's learning by providing information about their child's interests and achievements from home. Staff then build on this information, creating further valuable experiences which are of interest to the child.

Children move freely between the indoor and outdoor environment, choosing to play where they feel most comfortable. Deployment of staff is good, with staff positioning themselves effectively around the setting to ensure all children are sufficiently supervised, supported and challenged as they play. For example, children participate in an adult-led key worker activity where they use magnifying glasses to investigate and explore the outdoor environment. After this activity, some of the children choose to go inside and play, while others choose to continue to play outside. Additional children from inside also choose to come outside to play. Staff continually check the numbers of children in each area to ensure everyone is supported and fully supervised.

Children's interest in books and singing is promoted during daily story and singing sessions. They are split into two different groups according to their age and abilities, which results in the activity being effectively structured to meet children's developmental needs. This helps children to gain the most out of the experience as it promotes their language and communication skills. Children enjoy opportunities to write, draw and to participate in messy play experiences. This promotes children's creativity and use of imagination. Staff also use large drawing and writing books where they encourage children to recall past events. They encourage children to draw a picture of this and to discuss what they have drawn. Staff then write children's direct response about their picture into the book. Older children are encouraged to copy this writing, with some children also independently writing recognisable letters when they write their name. This simple yet effective activity promotes children's memory, communication and early writing skills.

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

Children relate well to their peers and staff. Younger children enjoy playing alongside their peers and observing them at play. Whereas older children show good social skills as they interact and play cooperatively with their friends. Regular opportunities are provided during the daily routine for children to develop close relationships with their key person. For example, children engage in adult-led activities and they also sit together to eat their snack in their key worker groups. This helps each child to create a secure emotional bond with their key person. Children show security and confidence in their surroundings, happily

selecting their own play materials from the good range provided. Clear information is obtained from parents on their children when they first start at the setting. Staff then use this information to build on children's current skills as they help them to settle into the setting. Staff also work well with the local school, sharing information and arranging visits when it is time for children to move onto their provision. This helps to ease the transition process for children and develops their confidence as they move forward and take the next big step in their life.

Children's behaviour is good. Positive reinforcement provided by staff, promotes children's confidence and self-esteem. It also helps children to learn to respect themselves and their peers. Children's independence with their health and self-care is mainly promoted well. All children are encouraged to put their own coats and shoes on and to take these off as appropriate. Children independently wash their hands and younger children are beginning to develop their independence at snack time when they pour their own drinks. However, staff do not always fully utilise everyday opportunities to further promote older children's independence with their self-care. For example, although older children show skill as they pour their own drinks at snack time, they are not consistently provided with opportunities to help prepare their snack.

Children play safely within the setting. For example, as children go outside to play they recognise that it is slippery because it is icy. Their awareness of health and safety issues is further promoted through discussions, planned activities and people of interest visiting the setting. For example, children learn about developing good oral hygiene during a visit from a dentist. Their awareness of fire safety is promoted when they practise evacuation procedures and during a visit from the fire brigade. Children are encouraged to make healthy choices through the provision of healthy snacks. Parents are also actively encouraged to provide their children with a balanced, healthy pack lunch. Staff sit with the children at meal and snack times encouraging the use of good manners and promoting children's communication and social skills. As children freely access outdoor play they get plenty of fresh air and exercise, which actively promotes their good health.

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

The manager and her staff team are dedicated and work well together. This results in the all requirements of the Early Years Foundation Stage being met well. The settings robust system of self-evaluation, which involves the views of all users, effectively monitors and evaluates the whole provision. This leads to the clear identification of targets for future development, with staff taking action to improve practice for all children. Effective monitoring of the education provision, by key workers and the manager, results in every child achieving to their full potential.

Children are cared for by a qualified staff team whose suitability has been fully assessed through the settings clear recruitment, vetting and induction procedures. Supervision meetings, observations conducted by the manager and staff appraisals, are used to ensure the practise of staff remains strong. They are also used to support the future development of staff by identifying their specific training needs. The settings clear policies and

procedures are implemented well to ensure children's health and safety is protected. For example, the setting is securely maintained and the environment remains safe because staff are vigilant and they use risk assessments to identify and minimise potential hazards. Children are further safeguarded because staff are knowledgeable about child protection procedures.

Internal and external space is effectively organised to create a warm, welcoming and accessible environment. This helps children to feel settled and secure in their surroundings. Children freely access a good range of play resources, which meet their developmental needs. All children are respected by the caring staff team, in line with their backgrounds and beliefs. This promotes the inclusion of all children and is a direct result of staff working closely with parents, carers and other professionals. Information is regularly shared and exchanged to ensure every child benefits from continuity of care and learning. Parents comment positively about the setting and the standard of care their children receive. They confirm they receive good information about the Early Years Foundation Stage and their children's care and learning. They also state that staff are very approachable and their children are happy within the setting.

### 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>	EY443777
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	806244
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	58
<b>Name of provider</b>	Sarah Jane Turfrey
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0754 657 0594

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted’s website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

