

# Frome Valley Preschool

Frome Valley First School, School Drive, Crossways, DORCHESTER, Dorset, DT2 8WR

## Inspection date

Previous inspection date

06/02/2013

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 are settled and happy in an environment where they are valued as individuals. Overall, they are involved in a broad range of activities planned according to their interests.
- Staff know children well through an effective assessment system and the daily sensitive interaction in their play.
- Effective partnerships with parents and other professionals enable staff to meet children's needs well.
- Staff use role play creatively to help children learn about the world around them. They create themes according to the children's knowledge and experiences.

### It is not yet outstanding because

- Staff do not always plan activities and set challenges to promote children's progress as effectively outside, as they do for indoor play.
- Staff do not always encourage children's independence and skills in handling tools through everyday activities, such as snack time.

## 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 carried out a joint observation as agreed with the manager.
- The inspector observed and spoke to children during their activities, inside and outside.
- The inspector interviewed the manager.
- The inspector sampled records and documentation.

### Inspector

Brenda Flewitt

## Full Report

### Information about the setting

Frome Valley Pre-school registered in 2012. They operate from dedicated rooms within Frome Valley CE VA First School, in the rural village of Crossways, near Dorchester, Dorset. The accommodation consists of the pre-school room, with use of the school hall and outdoor play areas. There is also access to kitchen and toilet facilities. The pre-school is run by the school governors and offers full day care for children from age two to the end of the Early Years Foundation Stage. The pre-school is open Monday to Friday, term time only from 9am to 3pm, offering full day, morning and afternoon sessions.

The pre-school is registered on the Early Years Register only and provides funded early

education for two, three and four-year-old children. The pre-school employs a qualified manager who holds the Advanced Diploma in Childcare and Education. She is supported by four members of staff, two of whom hold or are working towards a recognised level 3 childcare qualification.

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

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

- improve the range of challenges for children's learning in the outdoor area.
- extend children's skills further in using tools, for example by involving them in preparing their own food at snack time.

### **Inspection judgements**

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

Staff have a good understanding of the Early Years Foundation Stage and how children learn through play. They plan a broad range of activities, overall, that are linked to children's interests and experiences. They implement a clear assessment system to monitor and promote children's good progress in their learning. This starts by seeking information from parents, and the children themselves, about their starting points when they begin at the pre-school. Staff know children well as individuals. They use a variety of observation methods to assess children's play and achievements. They clearly link these to stages of development in the Development Matters guidance and use this information effectively to plan children's next steps. Staff provide parents with ideas of how children's learning can be extended at home, and supply a termly review about each children's progress. These reviews are also shared with Health Visitors as part of the progress check for two year olds. Children's ideas are valued and used in planning, which provides meaningful experiences that interest them. They enjoy contributing to their Learning Journey folders, which are stored thoughtfully to enable them to reach them independently.

Children focus well on both self-chosen and adult-led activities. They listen well to stories in a group, suggesting ideas and joining in familiar phrases. Staff plan games such as 'pairs', in small groups to encourage memory and vocabulary, as well as turn-taking. Staff support children's play effectively; they ask open-ended questions to encourage thinking and problem solving. They model vocabulary and how to use equipment. Most children use language well to communicate, they confidently chat with their friends and adults.

Children who are learning English as an additional language are well supported. Staff learn key words in the child's home language to help promote communication and particular areas of learning. Children are learning to recognise their written name as they find their own label in order to register when they arrive. Children are developing good independence and practical skills that will help them when they move on to school. For example, children are managing their coats and outdoor clothing when they choose to play outside. They also practise these skills when getting ready for a physical education session in the school hall, once a week. Children confidently manoeuvre wheeled vehicles, avoiding obstacles and one another during outside play. They sometimes choose to take additional resources outside to extend their play, such as building bricks and books in the playhouse. However, staff do not always use outside play to set challenges for children in all areas of their learning.

Children learn about the world around them through themes and topics that staff plan according to children's interests and experiences. For example, children's visits to the doctor and dentist resulted in adapting the role play area into a surgery. Parents and children have been involved in making books with photos, which staff use to prompt discussion and children's understanding of real life events. Staff are skilled in knowing when to join in children's play to support and extend their learning. For example, a child instigates a re-enactment of registration group time; other children keenly join in with the 'good morning' song. A member of staff suggests they count the number of girls and record it on the whiteboard. A four-year-old confidently writes the correct numeral and draws the relevant number of children.

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

Children enjoy coming to pre-school, they make good relationships with staff and one another. The effective key person system enables children to develop trust and settle quickly in the friendly environment. Key persons use the information they gain about children's interests and background to help them feel comfortable and secure. Children are confident to make their needs known, as they can be sure of a friendly and caring response. They have a strong sense of belonging as they see pictures of themselves and their artwork displayed in the pre-school. They learn about being part of a community as they go on outings in the local area, such as to the post office to buy stamps and post letters. Children become familiar with the school environment as they share resources such as the outdoor area and toilets. Staff establish useful dialogue with the reception teacher, which contributes to aiding children's transition into school.

Children behave well. From a young age, they learn what staff expect from them through familiar routines and clear explanations. They are keen to help pack away toys and equipment and respond well to tasks of responsibility. Staff regularly praise children for their effort and achievement, clearly stating what they have done well. This helps boost children's confidence and self-esteem.

Children confidently move around the pre-school making their own choices from a good range of quality resources. Staff store play equipment thoughtfully, at low level with

written labels and pictures. This means that children can easily select for themselves and extend their own play and learning. Children practise good routines for personal hygiene and they start to use toilet and hand washing facilities independently. They make choices from healthy options at snack time, such as fresh and dried fruit and vegetables. They develop skills in pouring their own drinks, but staff prepare the food in advance. Therefore, they are not using this everyday activity to extend children's learning in using tools. Children have fresh air and exercise several times during the day when they can choose to play outside. Staff encourage children to be aware of their own safety through reminders about how to use equipment and safety on roads. Children are involved in identifying hazards as they complete risk assessments of their play environment.

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

The pre-school staff work well together to ensure that the setting is organised efficiently and operates smoothly on a day-to-day basis. They have a good understanding of their responsibilities in meeting the welfare, safeguarding and learning and development requirements. Staff implement clear policies and procedures that promote children's welfare and safety. All required records are in place, completed clearly and stored confidentially. Staff have a good understanding of how to protect children from harm. This includes recognising signs and symptoms that would cause concern, and knowing the procedures to follow. They keep their knowledge up to date through regular training and discussion. There is a detailed policy for staff to refer to, which they share with parents. Robust recruitment procedures mean that staff are checked for their suitability to work with children. The clear initial induction enables staff to be sure about their roles and responsibilities. Staff complete risk assessments and daily checks so that they provide a safe environment for children to play. Effective staff deployment means that children are well supervised, in order to keep them safe and support their learning.

Staff establish effective partnerships with parents. They supply detailed information about the setting by way of written policies, regular newsletters and displays. Staff seek information from parents when children start at pre-school that enables them to meet their individual needs well. Parents' contributions are encouraged towards their child's progress records. Parents say they are happy with the communication and how staff have helped their children make good progress in their development. Partnerships with other professional are good. Staff share useful information with other early years providers when children also attend other settings. They have regular contact with other connected professionals in order to fully support children with specific needs.

There are clear systems for monitoring staff effectiveness. Regular supervision and appraisals help identify any training needs. The manager has an overview of the assessment of children's progress. She monitors the planning and how key persons are managing the Learning Journey folders and the communication with parents. Ongoing reflective practice based on the children and how they learn and use resources, helps to identify clear targets for improvement. For example, staff regularly change the role play area according to how well children understand the theme. They plan to improve the

outdoor area to extend children's use in all weathers.

## 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>	EY448858
<b>Local authority</b>	Dorset

<b>Inspection number</b>	811227
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Frome Valley First School Governing Body
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01305 852 643

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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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