

Balderton Pre-school (Chuter Ede)

Chuter Ede Primary School, Wolfit Avenue, Balderton, NEWARK, Nottinghamshire, NG24 3PQ

Inspection date	25/02/2013
Previous inspection date	11/01/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 happy, motivated and eager to learn. They show good levels of independence, imagination and perseverance in their play.
- Staff have high expectations of children and understand how they learn. They engage children in meaningful conversations and are skilled at questioning children during activities to extend their learning and enable them to think critically.
- Children with additional needs and their families are supported well by an experienced staff team.
- There are strong links with the attached school so children are well prepared for the next stage in their learning.

It is not yet outstanding because

- Opportunities for parents to contribute to their children's learning are not fully explored so that they are able to share learning from home to further inform planning of activities.

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 children's activities in the main playroom.
- The inspector spoke to the manager at appropriate times throughout the inspection.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the nursery, the provider's self-evaluation form and a range of other documentation.
- The inspector took into account parents' views on the day.

Inspector

Carly Mooney

Full Report

Information about the setting

Balderton Pre-school (Chuter Ede) was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a mobile building in the grounds of Chuter Ede Primary School, Balderton, Newark, Nottinghamshire. A before and after school club also operates as part of the registration. The pre-school serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The pre-school employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3. There is one member of staff with Qualified Teacher Status. The pre-school opens Monday to Friday all year round, except for two weeks at Christmas. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 40 children attending who are within the early years age group. The pre-school 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:

- encourage parents to consistently share what they know about their child in relation to their ongoing learning and development and use this information to inform the planning of activities.

Inspection judgements

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

Staff at the pre-school have a good understanding of the seven areas of learning and plan a balanced curriculum linked to children's interests and their next steps in their development. Staff know all the children well and provide toys and resources that they enjoy but are also suitably challenging. Children are motivated and become engaged in play based on real life experiences. For example, they take orders and serve tables at the 'cafe' and change their babies' nappies before putting them in the cot for a sleep. Staff assess children's learning on a regular basis and share this information with parents so they are aware of their progress. However, parents have less opportunity to share their children's learning from home so that the assessment of children's progress can be further improved. New tracking systems in line with the early learning goals, are developing well to ensure gaps in learning are quickly identified and planned for.

Children's communication and language development is promoted well throughout the pre-school. Staff speak directly to children and skilfully question them to encourage their thinking and problem solving skills. For example, they ask, 'If there are four aprons, how many children will be allowed at the table?' Children learn to recognise their own name as they use name cards at snack time and place their belongings in their named drawer. Short phonics sessions as a whole group support children's early literacy skills. They enjoy making the sound for the letter of the week and bring items in to show that begin with

that letter. Children write 'orders' for food in role play and make their marks in a variety of ways, such as running their fingers through 'gloop'.

Suitable multicultural resources and celebrations of festivals, supports children's understanding of the diverse society we live in. Children who speak English as an additional language are suitably supported through resources, such as visual timetables and some labelling in other languages. The experienced staff team work very closely with families and other professionals to effectively support children with additional needs. As a result, all children are included and helped to reach their full potential while at the setting. Children are well prepared for school life as they organise themselves effectively in activities, such as snack time and sit and listen well in large group situations. For example, when a story is read by a member of staff.

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

Children play in warm and welcoming surroundings which are organised well to promote learning. They move freely from activity to activity and independently help themselves to resources which are easily accessible. A key person system is effective with strong attachments formed between staff, children and their families to promote a good level of well-being. Children have high self-esteem because staff recognise and celebrate their efforts and achievements; for example, when they have completed a challenging puzzle. Special events in children's lives, such as birthdays are celebrated at the pre-school, which encourages their sense of belonging. On the whole, children behave well with encouragement from staff to share and take turns in activities. Children are aware of the rules and show familiarity with routines. They gain a sense of responsibility as they tidy away resources enthusiastically and independently access dustpans and brushes to sweep dry pasta up from the floor.

The pre-school is situated within school premises and as a result, relationships with reception teachers are strong. This ensures a smooth transition, as children become familiar with school life by attending events and using school facilities, such as the playground and field. Good relationships with other settings children attend, such as childminders have formed. A regular exchange of information ensures all parties work together to meet children's ongoing needs.

Children are given good opportunities to develop their independence and recognise their own needs before starting school. For example, they pour their own drinks and wash their own hands before eating food. Children make healthy food and drink choices at snack time and recognise the importance of physical exercise as part of a healthy lifestyle. Children enjoy calming Tai Chi exercises after lunch before a busy afternoon of play. Children spend time in the fresh air and outdoor play is generally accessible throughout the day when the weather is suitable. A range of equipment is available to support children's physical development, such as bikes, as well as other areas of learning. For example, children help to grow vegetables in raised beds and greenhouses. Children are provided with a safe environment in which to play and gain an understanding of how to

keep themselves safe through routine procedures, such as fire drills.

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

Effective procedures are in place to safeguard children both inside and away from the setting, such as when collecting children from other schools. Staff have a good understanding of local safeguarding procedures and know how to identify and report concerns that they may have about children in their care. They attend regular training and are all aware of children's individual needs and family backgrounds to ensure they are fully supported. Recruitment procedures ensure staff are suitable to work with children and staff sign a yearly declaration regarding any changes in their circumstances, such as health issues to help maintain ongoing suitability.

All staff show a clear understanding of the learning and development requirements and strive to deliver an effective and enjoyable learning experience for all children. They work closely together and are well motivated to continually improve standards of care and learning for everyone. Staff are encouraged to develop professionally through attending regular training that will benefit their practice. Management monitor staff performance formally through supervision meetings and informally through discreet observation of practice. Self-evaluation is imbedded and ensures areas for improvement are realistic and will enhance children's experiences in the pre-school over time.

Parents are warmly approached by staff at collection time and a good exchange of information takes place about the children's day. Parents learn about pre-school activities through regular newsletters and contribute to these by bringing in items from home. Parents comment positively about the 'fantastic pre-school and great staff' and share their views formally through regular questionnaires. A range of policies and procedures to support the effective running of the setting are also shared with parents so that they are clear about the care provided. Strong partnerships are established with any other professionals working with a child and provide a strong contribution to meeting children's individual needs.

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

Unique reference number	EY330616
Local authority	Nottinghamshire
Inspection number	906020

Type of provision

Registration category	Childcare - Non-Domestic
Age range of children	2 - 17
Total number of places	42
Number of children on roll	40
Name of provider	Balderton Pre-school
Date of previous inspection	11/01/2012
Telephone number	01636 683550 (school) 07946176694

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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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