

Little Saints Pre-School

Weeting Primary School, Weeting, BRANDON, Suffolk, IP27 0QQ

Inspection date

Previous inspection date

25/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 feel safe and secure in their relationships with staff. The strong key person system, built around effective settling-in arrangements, strengthens relationships with the children and their families and supports continuity between pre-school and home life.
- Partnerships with parents are fostered well, as staff work to ensure that there is a joint approach to children's learning.
- Children's good health and well-being is supported, as the pre-school ensures that children are given healthy, balanced and nutritious food at snack time and have regular opportunities to benefit from fresh air and exercise in the garden.

It is not yet good because

- Staff do not consistently evaluate their observations of children in order to identify where children are in their developmental pathways, to effectively plan what they need to do to support individual children in their continuing progress.
- Self-evaluation lacks rigour to identify all areas for development to benefit children, because it lacks input from the committee, parents and children.
- The indoor, exploratory area is not fully developed, and as a consequence, children's opportunities to extend their own ideas and explore different materials are somewhat inhibited.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 met with the manager and deputy manager of the provision and spoke to staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector observed activities indoors and outside.
- The inspector looked at a selection of children's assessment records and planning, evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.

Inspector

Lindsey Cullum

Full Report

Information about the setting

Little Saints Pre-School was established in 1977 and opened again when it moved to new premises in 2012. It is managed by a voluntary management committee of trustees, made up of parents of some of the children who attend the setting. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from purpose-built premises within the grounds of Weeting Voluntary Controlled Primary School in Weeting, Norfolk. Children have access to an enclosed outdoor play area.

The pre-school is open each morning between 8.45am and 11.45am and Monday to Thursday afternoons from 12.15pm to 3.15pm, during school term times only. Children attend for a variety of sessions. There are currently 29 children on roll who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

There are seven members of staff who work directly with the children, five of whom hold appropriate early years qualifications to at least level 3 or above. The pre-school receives support from the local authority.

What the setting needs to do to improve further

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

- develop a consistent method for observing and assessing children's learning and development, to enable staff to understand children's level of achievement, so that they can plan and shape challenging learning experiences for individual children.

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

- expand the opportunities and children's experiences to explore materials indoors, such as sand and water, by extending the range of resources and reviewing how the space is used
- improve self-evaluation so that it more effectively identifies areas for development, to raise the standard of the provision for children by gaining contributions from the committee, parents and children.

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

Staff are developing their knowledge of the revised Early Years Foundation Stage. They are in the process of reviewing how they observe and plan for children's learning, acknowledging the current system lacks focus. Children's learning journey records give a useful pictorial record of their time in the pre-school, particularly demonstrating activities enjoyed and new experiences. However, not all staff consistently analyse their observations of children to identify where they are in their developmental pathways. As a result, planning is not always suitably focused to build on children's learning. Despite this, staff do follow children's particular interests and develop spontaneous learning opportunities as these arise. For example, staff noticing that children are experimenting with small magnets, encourage children to find metal objects in the setting, provide larger, more powerful magnets and use effective questioning to help the children think, predict and explain what they find. Consistent routines are followed that help children develop in confidence and reassure children who are settling-in. Children are encouraged to tidy away at particular times during sessions and enjoy an appropriate balance of free play and group adult-led activities.

Staff effectively support children in becoming independent. Children choose what they would like to play with, decide when to have their snack or play outdoors. Some friendships are establishing, with children playing imaginative games in pairs. They chat freely during play, talking about what they are doing and sharing ideas. Staff initiate some conversations, for example, around the snack table children eagerly recall recent events or

talk about their family. Children enjoy stories, sometimes asking staff to read to them. Staff use these opportunities to help develop children's vocabulary by talking about what they see in the pictures and naming items of interest. Group story times encourage children to sit and listen, take turns in responding to questions, follow simple actions and predict what might happen next. Staff respond to children's involvement in the story by providing the support and materials to help the children begin to write their own story. Children use this as an opportunity to make marks using pens and crayons. Older children confidently hold pens between their thumb and two fingers, rather than the whole-hand grasp and are beginning to draw recognisable shapes and lines. Children find their printed name cards to self-register for snack and older children use these to assist them if they wish to try writing their name. Consequently, children are developing a suitable understanding that print carries meaning.

Children count and use numbers throughout their play. Staff encourage children to think about how many they will need, for example, if they put two chocolate eggs on their cakes, how many eggs will they need for two cakes. While cooking, some simple mathematical concepts are introduced, such as heavy, light, more or less. Children confidently complete simple puzzles and proudly show their completed work to staff. They beam with pride as they are praised by staff for their achievement, building their self-esteem. Children have some opportunities to explore different materials indoors, however, the space for this is quite small. For example, children wanting to raise the sand wheel so they can watch the sand falling, try to sit this onto the nearby cabinet which leads to sand falling out of the tray and creating a potential slip hazard, so children are to some extent limited in their explorations. Further opportunities are provided outdoors, such as a digging area, sand and water tray and different materials for children to create tunnels and water channels.

Children are provided with opportunities to be creative. They choose materials to paint, stick, colour and chalk. During craft activities, staff encourage children to think about how they are going to stick items together. Children select glue sticks and are familiar with how to operate these so they can create a picture of their own design. Children's artwork is displayed on the gallery wall, giving children a sense of pride and that their pictures are valued.

The satisfactory progress of the older children ensures that they have an appropriate range of key skills needed for the next steps in their learning. Staff respond to children's interests, are actively involved in their play and support them to persevere when an activity gets difficult. Staff work well to engage parents in their children's learning and development. They encourage them to continue to share what they know about their children and this is added to children's assessment records and any forthcoming planning. The learning journey records are shared with parents during formal parents' sessions or informal chats with the key person, ensuring they are kept informed about their children's achievements and progress.

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

Children are building good bonds with staff, particularly their key person, when they first attend the pre-school. Where children are initially less confident, their key person supports them in separating from parents but maintains close contact with parents regarding children's emotions. As a result, parents manage their children's settling-in alongside the staff. Children's choices are respected and they learn to work together and cooperate in their play. Consistent boundaries are in place and children respond well to the expectations of staff. As a result, children are building friendships with each other and are learning to manage their own behaviour in the pre-school.

In the garden, children are active and enjoy physical challenges. They climb, balance, run and ride small wheeled toys promoting their physical abilities. Children choose to go outdoors in all weathers and are learning how to dress and protect themselves from the weather. Inside, children know to use their 'indoor feet' and not run, becoming aware of the safety aspects of the indoor space. Staff teach them about personal safety through asking questions, such as 'What do you think will happen if...?'. They are reminded to use equipment safely, such as scissors or tools when cooking. Children routinely use soap to wash their hands before snack or cooking activities. They know that for cooking activities they need to wear an apron and hat so nothing gets into their food. Children help prepare their own snack, choosing from healthy fruit, vegetables and savoury items, such as toast, which they butter with small knives. This demonstrates that children are beginning to understand about personal hygiene and healthy lifestyles.

The pre-school environment is welcoming, bright decorated with children's artwork and displays and the low windows allow children to view the world outside. The layout is generally well considered, with space for a variety of activities and resources stored so these are accessible to the children, promoting their independence. Children choose when they would like to play outdoors, which is within the grounds of the school so children often interact with those of school age, particularly older siblings in the school. The pre-school also uses the school hall and attends some of the school events. As a result, children are beginning to make associations about their move to 'big school'. Alongside this, pre-school staff work closely with the Reception Class teacher and parents, to support children's transitions.

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

The manager has a secure knowledge and understanding of the requirements of the Early Years Foundation Stage and is working with the committee and early years team to ensure that the pre-school is working within the framework and meeting its legal duties. The manager provides capable leadership to her staff team and all practitioners convey a genuine enthusiasm for their work, which is evident in their interaction with the children. The learning and development requirements are suitably monitored to assess the quality of teaching and learning. The manager is fully aware of the inconsistencies in assessment and planning for individual children and the impact this has on the rate of children's progress. She has identified this as an aspect, which staff are hoping to address during staff meetings and further liaison with professionals from the early years team. The manager has a clear vision to improve the service provided and has developed an action

plan, considering the views of the staff team. However, the views of the committee, parents and children have not been drawn together to form a cohesive action plan intended to drive the provision forward. The pre-school accesses support from the local authority early years advisor, who is helping them to improve standards across the provision.

Children are safeguarded as all staff are aware of their responsibilities in keeping children safe. Staff regularly attend child protection training, which ensures that they are up-to-date with procedures and policies. Posters and information remind staff of the correct procedures should they have a concern about a child. Arrangements for recruiting new staff and volunteers in the pre-school are robust and all staff have completed the required checks. Induction procedures and mentoring by senior staff ensure that new employees have the necessary skills to be working with children. Safety measures, such as high locks on doors, ensure that only adults who are known to the pre-school are allowed in and suitable identity documents are seen for visitors. Risk assessments are completed to minimise the risks for children and staff are vigilant during sessions, for example, mopping up spills.

Children with special educational needs and/or disabilities are supported well. Staff are observant so that any emerging specific needs are recognised and appropriate interventions introduced. The pre-school links with other relevant professionals to ensure that they are able to seek appropriate support and advice when required.

The pre-school has good relationships with parents, which ensures that continuity of care routines is maintained. Parents comment that they feel that staff are approachable, their children enjoy their time in the pre-school and that they are involved in their children's learning. Information about events taking place, such as the 'fun day' for families during the Easter break is provided through newsletters and notices within the pre-school. Parents receive daily verbal feedback and diary entries so they are aware of how their child has been in pre-school, the activities enjoyed and any progress noted. This ensures that parents are well informed. Children take home a reading book each week so they can share a story with their parents. This helps develop the home to pre-school bond, while helping parents to share in their children's learning at home.

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 action. 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	EY447801
Local authority	Norfolk
Inspection number	883092
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	29
Name of provider	Weeting Pre-School
Date of previous inspection	not applicable
Telephone number	01842 811477

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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, which are usually the childminder's 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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