

Cranborne Pre-School

Cecil Memorial Hall, Cranborne, Dorset, BH21 5QB

Inspection date	18/04/2013
Previous inspection date	15/09/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 curious and motivated to learn, and demonstrate a strong sense of independence and exploration through their play.
- Effective systems are in place to observe, assess and plan for children's learning. This enables staff to monitor children's progress and identify any gaps in their learning.
- Staff have a strong focus on helping children acquire communication and language skills. They skilfully ask questions and model language to build on children's vocabulary.
- Parents are fully engaged in their children's learning. They contribute information about children's starting points on entry and staff actively involve them with their children's learning and development through use of 'learning journals'.

It is not yet outstanding because

- Adult-led group activities are not always effectively organised to engage younger children and extend their learning.
- Staff do not always make the most of opportunities to extend children's understanding of mathematics.

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 observed children's play and staff interaction, indoors and outside.
- The inspector completed a joint observation with the manager of the provision.
- The inspector talked with staff, parents, the manager and the pre-school chairperson.
- The inspector looked at documentation including a sample of children's records, planning and records to check staff suitability.
- The inspector looked at the systems used to review and evaluate the pre-school.

Inspector

Dinah Round

Full Report

Information about the setting

Cranborne Pre-School operates from the Cecil Memorial Hall and has been established in the village for over 20 years. The setting is located in the heart of Cranborne in Dorset. The setting serves the village of Cranborne, and the surrounding communities. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It generally provides care for children from two years and nine months until they leave for school. There are currently 23 early years children on roll. Children aged three and four years receive free early education. The pre-school is open each weekday during term time, except Wednesdays, from 8:50am until 11:50am, with a lunch club from 11.50am to 12.50pm. Children have access to an enclosed outdoor play area. The pre-school is organised by an elected committee and employs seven members of staff, including two bank staff. Of the main staff, four hold appropriate qualifications and the other member of staff is working towards a qualification. The pre-school receives support and advice 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:

- strengthen use of mathematics in play activities and daily routines, to encourage children to count and use number
- review organisation of group activities, such as story time, to fully engage the younger children and enrich their learning experiences.

Inspection judgements

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

Children thrive in the welcoming and nurturing environment. They happily come into the pre-school motivated and ready to learn. Staff have a good understanding of children's needs and stages of development. When children first start at pre-school, parents provide detailed information about their children and key staff use this to help them plan for children's future learning. Staff regularly observe children in their play and use this to assess and monitor children's progress. They make good use of guidance documents, such as 'Development Matters in the Early Years Foundation Stage' to help them support children effectively and to identify the next steps in children's learning. As a result, children are making good progress in their learning and development in relation to their starting points. Well-planned activities take account of children's interests and offer fun

and stimulating play experiences that promote children's active learning. For example, when staff observe children pretending to make cakes in the role-play area they schedule a baking activity for the following week. Staff have implemented the progress check at age two, and liaise with parents to involve them in the process.

Children are learning good skills for the future. They are confident and independent learners, demonstrating a 'can-do' approach as they explore and investigate through their chosen activities. Staff skilfully encourage children to learn to do things for themselves, such as helping to prepare the fruit at snack time and pouring their own drinks. Children are confident communicators and happily chat and share their experiences with others during their play. Staff ask open-ended questions and model language to extend children's thinking and build on their vocabulary. Children give meanings to the marks they make as they develop their early writing skills. There is good labelling around the pre-school and many children are able to recognise their name as they self-register in the morning. This helps children learn that print carries meaning. The use of number, counting and size through both planned activities and everyday routines introduces children to mathematics. However, at times, staff do not maximise children's learning in this area. Children use their imagination well through the various play activities, as they make a rocket from the boxes at the creative table and create some 'soup' from water and leaves outside. They manipulate the play dough and experiment with the paint, as they enjoy the sensory play experiences.

Staff have strong partnerships with parents and carers. Tailored settling-in sessions are organised to suit individual children and families to support children when they first start. There is an effective two-way exchange of information between key staff and parents to share details about children's care and welfare. This is through informal discussion at handover times and use of pre-school and home sharing books. Staff arrange a more formal meeting to discuss children's individual progress and achievements providing suggestions on how parents can support children's development at home. This actively involves parents in children's learning and development and helps to promote continuity for children. Parents speak positively about the pre-school, commenting how staff keep them well informed and they feel very involved.

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

Children form trusting relationships with their key person and other familiar staff. Caring and friendly staff are attentive to children's individual needs, and the effective key person system contributes towards children feeling settled and secure. Staff encourage children to learn to do things for themselves, such as providing a step so children can wash their hands at the sink independently. The pre-school staff are pro-active in helping children to show consideration and respect for others so that all children feel valued. They work closely with parents to provide consistency for children when dealing with any behaviour issues. For example, a behaviour plan is developed so they can all work together to support children. Staff provide good role models and give children clear and consistent messages so they learn how to behave, such as to use 'kind hands and feet'. Children know the daily routines, and tell others that when the sand has gone through the timer it

is tidy up time. Staff offer praise and encouragement as children help clear away the toys, helping to boost their self-esteem.

Children are supervised well as staff give safety a high priority within the setting. Regular risk assessments are completed and daily checks help to ensure that children can move about in safety. The monitoring of accident reports helps to identify any issues and enables action to be taken to reduce risks in future. Staff take photographs of the premises so they can talk with children about the risks and this helps to raise children's awareness of how to keep themselves safe. Children's health is promoted well. They follow the familiar routines to maintain good personal hygiene, as they know to wash their hands before eating their snack. Staff organise nutritious snacks, and they talk with the children about healthy food and how to stay healthy.

Staff work hard to set up the pre-school daily to provide a welcoming and inviting environment for children. There are posters, photographs and examples of children's work displayed around the room, helping to give children a strong sense of belonging. Good use is made of the outside play spaces to extend children's learning experiences, which means that children get lots of fresh air and exercise. Children enjoy exploring and investigating the outdoors as they hunt for bugs in the soil and dig up the stones to transfer into their wheelbarrow. Children have access to a wide range of tools, resources and materials. These are thoughtfully laid out at child-height to encourage children to make independent choices about their play. This allows children to follow their interests and aids their enjoyment.

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

Staff have a good understanding of the safeguarding and welfare requirements. Effective procedures are in place when recruiting and vetting staff to help support children's safety, by establishing the suitability of adults to work with children. Updated policies and procedures take account of any changes, and include a safeguarding and complaints policy. These are shared with parents to make sure they are clear of the staff's role and responsibilities to safeguard children. All staff are aware of the policies and procedures, which are also included in inductions for new staff and volunteers. This helps to ensure that all staff have a secure understanding of their individual roles when dealing with any child protection concerns. The required records are in place to support children's safety and welfare. These are easily accessible and stored securely to maintain confidentiality.

Staff have a secure knowledge of the learning and development requirement, which benefit children's learning. The required child-adult ratios are maintained, and staff work together well as a team. They have clear roles within the sessions and communicate regularly to ensure that they are deployed effectively to meet children's individual needs. However, on occasions group activities, such as story time, are not organised to take account of the younger children's needs. This means that some children are less engaged in the activity and begin to lose interest. Staff regularly attend training to update their knowledge and skills. For example, the manager attended training about positive

behaviour strategies and cascaded this to all staff to help provide consistency for children. Staff's understanding of the learning and development requirements is good, which means children's learning is supported well.

The manager is clear of her role in monitoring the delivery of the educational programme. She reviews children's learning journals to enable her to identify any gaps in children's learning and see if they need more support in specific areas. The chairperson and manager use various methods to effectively review and evaluate the provision, including a self-evaluation form. As a staff team they continue to reflect on how they improve what they provide for children. For example, they recently changed the format of the lunch club to offer children access to all the equipment and activities, so children have the same routine and feel settled. The pre-school staff liaise with their local authority early years advisers and act on any advice on ways they can make improvements, which benefits the children. Questionnaires to gain feedback and seek parent's views are given out, with any comments taken on board. For example, this resulted in staff wearing name badges to help parents know the names of staff.

Parents receive comprehensive information about the pre- school. This is through the detailed welcome pack, regular newsletters, the notice board and access to the website. Staff establish effective partnerships with parents and outside agencies so children receive support for their developing needs. This helps to promote consistency and continuity for children's care, learning and development. Strong links with the local school and children regularly using the school playground help to make children's move into school easier. Staff encourage children to become increasingly independent to help get them ready for school.

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	144281
Local authority	Dorset
Inspection number	908401
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	23
Name of provider	Cranborne Pre-School Committee
Date of previous inspection	15/09/2009
Telephone number	01725 517439

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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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