

Little Owls

Catfield VC Primary School, School Road, Catfield, GREAT YARMOUTH, Norfolk, NR29 5DA

Inspection date

23/04/2013

Previous inspection date

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 behave well. Consistent and realistic boundaries are in place that help children know what is expected of them.
- Children's transition into the pre-school is managed well. They have secure emotional attachments with staff and are supported to develop the necessary skills which helps them embrace new experiences with confidence. The pre-school has good links with the local primary school.
- Children are confident in their own abilities and are supported well to become independent individuals who understand the importance of healthy lifestyles and keeping themselves safe.

It is not yet good because

- Staff do not fully understand how to evaluate and use observations of children's learning, to help them identify where children are in their learning and what they need to do to support their continuing progress.
- The promotion of communication and language skills is not consistent for all children, to help them speak clearly and engage in conversations with others.

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 activities in the classroom and in the garden.
- The inspector spoke with management and staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector spoke to parents.

Inspector

Jacqueline Mason

Full Report

Information about the setting

Little Owls Pre-school was registered in 2012. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school operates from a mobile classroom which is situated in the grounds of Catfield VC Primary School, Catfield, Norfolk. There is a fully enclosed area available for outdoor play. The pre-school is managed by a committee made up of Governors of Catfield VC Primary School and parents of children attending the pre-school. It serves the local area and is accessible to all children.

The pre-school employs three members of childcare staff. All of the staff have appropriate early years qualifications at level 3. The pre-school opens from Tuesday to Friday during school term times. Sessions are from 8.45am until 11.45am. A lunch club operates on Thursdays from 11.45am to 12.30pm followed by an afternoon session until 3.30pm. A breakfast club also operates from 8am to 8.40am from Tuesday to Friday, during school term times. Children attend for a variety of sessions.

There are currently 12 children on roll. The pre-school provides funded early education for two-, three- and four-year-old children. There are currently no children on roll with English as an additional language or children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- develop the observation process so that staff are able to identify where children are in their learning and what they need to do to support their continuing progress.

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

- promote consistency in supporting children's communication skills, with regard to encouraging children to remove their dummy whilst speaking.

Inspection judgements

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

Staff gather useful information from parents when children first attend the pre-school. They talk to parents and encourage them to complete 'My Early Years Passport' booklets.

These booklets help staff get to know the children and give them starting points from which to plan activities that children enjoy. The pre-school continues to encourage parents to remain engaged in their children's development and learning in the setting and at home. They are kept informed about their children's achievements and progress. Staff are aware of the requirement to carry out a progress check at age two. This is shared with parents who are given a copy.

Staff observe children as they play and record these observations using photographs and written evidence. However, they are not sufficiently confident to analyse what they see and record, in order to identify the next steps in children's learning and ensure that planning is meeting their individual needs. As a result, activities sometimes lack challenge. Despite this, children enjoy their time in the pre-school and have access to a varied range of activities. Staff plan around children's interests and also incorporate festivals of children's own culture and those of others. For example, they celebrate St. George's Day and Chinese New Year. This helps children to learn about their own culture and customs and also those in the wider world. As a result, children are developing positive attitudes to others.

Overall, children's progress ensures that they have the necessary skills needed for the next stage in their learning. The pre-school is very much a child-led environment where children choose what they want to do during the day. Staff recognise when children lose interest in an activity and readily replace it with another, or provide different resources for children to experience. For example, when making flags for St. George's Day, children quickly lose interest in painting a red cross. Staff provide alternative resources, such as, glue, glitter and other collage materials. As a result, children readily explore art and craft materials and develop their individual creativity, taking pride in their finished artwork. Children play imaginatively based on their own and imagined experiences; pretending to be dinosaurs roaming around the room. Younger children enjoy playing with the dolls, collecting the changing mat from the bathroom to change the doll's nappy. Staff encourage and facilitate this role play, for example, by sourcing nappies that children can use to extend their play.

Children develop good friendships with each other, greeting each other by name as they arrive at pre-school. Older children actively seek out others to share experiences. They are confident to lead games and initiate verbal interactions with each other. Staff facilitate the development of children's language skills by engaging them in conversation and giving them time to process questions before giving answers. Older children readily take turns in conversation and express themselves clearly. They have an extensive vocabulary and use complex sentences confidently to connect ideas, chat about their families and relive past experiences. However, the promotion of communication and language skills is not consistent for all children in order to help them speak clearly and engage in conversations with others. This is because younger children, who use a dummy whilst at the pre-school, are not encouraged to remove it when speaking. As a result, it is sometimes difficult to understand what children are saying and, therefore, staff do not always sustain conversations.

Children are developing good physical skills. They run around the garden confidently, stopping and starting and changing direction to avoid obstacles. Staff provide a range of

resources for children to experience outdoors, including swings and a two-seat glider that children use cooperatively to swing backwards and forwards. Children use one-handed tools and equipment well, concentrating hard as they spread the butter onto their bread at snack time. They readily count, for example, saying a number for each slice of cucumber they put on their sandwich. They delight in their achievements, saying 'ta da' when they successfully cut their sandwich in half. Children are developing their own likes and dislikes in food and drink. They enjoy making marks on paper and are beginning to make recognisable marks, announcing 'that's a kiss' when drawing an 'x' on a piece of paper. Older children recognise their first name when it is written and staff support this by encouraging children to self-register on arrival at pre-school.

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

Children are effectively supported in their transition to pre-school. A key person system is implemented, to ensure that each child has a named person to take responsibility for their daily well-being, plan for their learning and development and build positive relationships with parents. As a result, children are happy, settled and develop secure, trusting relationships with staff. Staff ask each child how they are feeling each day. Children tell staff that they feel happy because they are at pre-school. Children behave well. Consistent boundaries are in place to help them know what is expected of them. They readily share and take turns with popular resources, are helped to play harmoniously together and have respect for each other's needs and feelings.

Children are supported well to ensure that they are prepared for the next stage in their learning and development, such as moving on to nursery or school. They are helped to develop the necessary skills which helps them embrace new experiences with confidence. There is a warm and welcoming learning environment in which children are secure, happy and confident to express themselves. The indoor and outdoor child-focused learning environment provides interesting activities. Toys and resources are stored at low-level which enables children to choose what they want to play with, promoting their sense of belonging and independence. Outdoor play is encouraged and children have free-flow of movement between indoor and outdoor spaces and are developing an understanding of the importance of regular exercise.

Children's health needs are met jointly by their parents and the pre-school staff. Children who stay for lunch club bring a packed lunch provided by parents. Children are provided with a varied and healthy range of snacks each day, including fresh fruit, and they have access to a drink at all times. Personal hygiene is promoted at all times and, as a result, children have good self-care skills. They readily wash their hands before eating and after toileting. Children are developing a good understanding of how to keep themselves safe. Staff talk to them about the safe use of knives, how to handle and carry scissors safely and why it is important that they do not throw the sand.

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

The learning and development requirements are met satisfactorily and are monitored to assess the quality of teaching and learning. Management are aware of strengths and areas for development and acts on advice from other professionals, such as support workers from the local authority. They also seek the views of parents. Effective changes have been made as a result of comments from parents. For example, communication has been improved to keep them informed about their child's learning and development and regular newsletters have been established to share more general information about the pre-school. Staff supervision is managed satisfactorily with regular meetings to promote professional development and identify and solve any issues that arise.

Management and staff understand their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. The pre-school premises are safe and secure. Thorough risk assessments are carried out, to ensure that hazards to children are identified. Necessary steps are taken to limit risks so that children can play safely indoors and outdoors. Staff fully understand their responsibilities to safeguard the welfare of children. They have a good awareness of the signs and symptoms of abuse, to help them recognise when children may be at risk, and know how to report concerns. Recruitment and selection procedures are comprehensively carried out ensuring all those working with children are safe and suitable to do so.

Partnerships with parents are friendly and trusting. Staff are committed to working together with them, to ensure continuity of care and learning for their children. Parents report that they are very happy with the service that is provided and that their children enjoy coming to pre-school. They find staff friendly and approachable. Children are greeted by name as they arrive and staff ensure that they speak to each parent. Children's needs are identified quickly and good links are made with external agencies, to secure the support that children need to make the best possible progress that they can in their learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY451247
Local authority	Norfolk
Inspection number	886396
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	12
Name of provider	Catfield Voluntary Controlled CofE Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01692580568

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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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