

Cawston Pre-School

Cawston VC School, Aylsham Road, Cawston, NORWICH, NR10 4AY

Inspection date

Previous inspection date

18/04/2013

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

- The pre-school provision is well organised. Staff undertake thorough observations, which are reflected in the planning to meet the unique needs of every child. This ensures that every child makes good progress in their learning and development from their starting point.
- Children are confident and show good levels of independence for their age, as a result of staff practice. They receive nurturing care and encouragement to explore their environment and engage in varied activities, which are based around their interests.
- The manager provides strong leadership and alongside the management team, demonstrates a strong commitment to improve the pre-school further. Plans for improvement are well targeted to further raise the quality of the provision.
- The warm and welcoming environment helps children to feel settled and the effective key person system means children form strong attachments, so their needs are well met.

It is not yet outstanding because

- There is scope to further improve the outdoor environment to provide children with an interesting and stimulating place for them to explore, build and role play.
- The book area does not always provide children with a relaxing and inviting space to stimulate their interest in books and allow them to enjoy rhymes and stories in the listening area.

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.

Inspection activities

- The inspector observed activities in the room where children play and the outside area.
- The inspector spoke with the manager, staff and children during the inspection and carried out observations of the children.
- The inspector looked at children's progress records, planning documentation, evidence of suitability of staff working within the setting, a selection of policies and required documentation.
- The inspector also took account of the views of parents spoken to during the inspection.

Inspector

Lindsey Cullum

Full Report

Information about the setting

Cawston Pre-school was registered in 2012 and is on the Early Years Register. The pre-school is owned and managed by the Pre-school Learning Alliance. It operates from a self-contained building, designed as a childcare facility, within the grounds Cawston VC Primary School, in Norfolk. The setting is accessible to all children and there is an enclosed area available for outdoor play.

The pre-school is open on Wednesday, Thursday and Friday during school term times. Sessions are Wednesday and Friday from 9am to 12pm and 12pm to 3pm and Thursday from 9am to 12pm. Children attend for a variety of sessions, including the option to attend all day on Wednesday and Friday. There are currently 26 children attending who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children.

The pre-school employs four members of childcare staff. All staff hold appropriate early years qualifications; one at level 2, three at level 3 and one at level 6.

What the setting needs to do to improve further

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

- enhance the outdoor provision so this is an interesting and stimulating space for children to play, explore, build and role play, to fully support their learning
- review the layout and resourcing of the quiet book area to provide a relaxing and interesting space, which stimulates children's interest in books, stories and rhymes.

Inspection judgements

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

Children make good progress in this setting because staff understand how young children learn and provide educational programmes, which have depth and breadth across all areas of learning. Children are motivated and eager to learn. They join in activities with enthusiasm and clearly enjoy their time in the pre-school. Staff encourage children to steer their own learning, by allowing them to choose their own activities and helping them to extend and develop their ideas. For example, while children are making flower petals for the large sunflower display, staff facilitate a conversation about what plants need to make flowers grow and follow this up with a cress planting activity later. Well chosen,

additional resources, such as story books with pictures and real flowers, enhance the opportunities for children's learning. Consequently, children's knowledge of the natural world, their conversational skills and creativity is fostered during one self-chosen activity. Staff organise the setting well and ensure children are able to access a broad range of resources and equipment during each session. As a result, children are active and independent learners.

Staff have high expectations of all children because they find out about what children can do before they start at the pre-school, in order to plan for children's learning needs. Regular and insightful observations of children at play help staff make ongoing assessments of their progress. This enables staff to plan a variety of interesting and challenging activities, which cover all areas of learning. Parents contribute to their child's assessment to share what they have observed their child can do at home. This enables staff to focus and plan for children's individual interests and the next steps for their learning. Staff are skilled at ensuring children get the most from an activity. For example, they adeptly use open-ended questioning to seek out what the children already know so that they can build on this further. High levels of concentration are evident in the older children, preparing them for more structured learning when they move on to school. Staff give good priority to the prime areas of learning with children under three. They use a summary form to complete the Early Years Foundation Stage progress check at age two and include parents in the assessment. This means staff are able to identify when early intervention may be needed, to ensure that children receive the appropriate support.

Children express themselves very well. They chatter to each other when they are playing, talking about what they are doing or sharing their ideas. Children listen well in small groups and understand simple instructions and comments made by staff. Staff model clear language during their activities without discouraging children's efforts as they copy new words. This enables all children to use their growing skills and become confident communicators. Children thoroughly enjoy stories, listening attentively to their favourites. They begin to predict what might happen next and recall events in the story, sharing these with the group. Children have access to a variety of books with quiet space available to sit and explore these. However, the area is not as invitingly set out and is mainly used when there is an adult present to draw children in. Consequently, children's interest in books, stories and rhymes is not always actively reinforced. Children are exposed to lots of mathematical language. They know the names of shapes, count well and match the number to quantity correctly. Children are able to compare height, length and weight as they help to create a height chart or take part in cooking activities. Simple number rhymes promote children's understanding of adding more or taking one away.

Children enjoy exploring a range of media, such as paint, dough, coloured play foam, sand and water. Their creativity is actively fostered as interesting resources are provided which stimulate their ideas. Children readily engage in cutting and sticking activities, find glitter and coloured card to create their own pictures. Staff follow children's emerging interests, such as in growing and measuring when planning adult-led activities. For example, children help to make a sunflower height chart. Children are very imaginative, using large boxes to create imaginary space ships for their play. They play in small groups, role playing familiar everyday experiences, such as turning the play kitchen into a cafe and using the sand as play food. Children's hand and eye coordination is promoted as they

accurately pour the sand from the teapot into cups while making pretend cups of tea. Staff consistently praise children for their achievements and acknowledge their efforts, fostering their confidence and self-esteem.

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

The learning environment is brightly decorated with children's artwork and set out to promote children's independence and to help them develop in confidence in their surroundings. Children can choose resources and move between indoor and outdoor areas. Outside, children enjoy some imaginative play opportunities and are creative as they chalk or paint. They explore some media, such as sand and water and are active as they run or ride small wheeled toys. However, this area lacks the richness of resources to maximise opportunities for children to explore, build and role play. The pre-school is within the grounds of the school so children frequently see older children, particularly their siblings when outside. Furthermore, children attend some school events, such as assemblies. This helps children to make associations about their move to big school and as a result, children are supported in making a smooth transition into school.

Arrangements to help children settle into the pre-school and build secure attachments with their carers are very effective. Successful implementation of the key person system ensures children feel safe and secure in the setting. Where children are less confident, their key person supports them in separating from parents, but maintains close contact with parents regarding children's emotions. Therefore, parents manage their children's settling-in alongside the staff.

Children are supported in their social skills so they learn how to play together and build friendships. Staff ensure all children are involved in shared activities, helping children to include one another in their play. Under the staffs' gentle guidance, children behave well and form caring relationships with one another. Young children are learning about sharing and turn-taking as practitioners skilfully intervene to help them solve their difficulties when it comes to sharing popular resources.

Children enjoy energetic and active play in the garden. They use small ride-on toys confidently building up their leg muscles, while crossing the stepping stones or balance beam develops their balance and coordination. Children learn sensible hygiene routines because staff act as good role models. They choose when to have their snack and this allows them to continue their activities and enhances the flow of the session. Children learn how to keep themselves safe with gentle reminders from staff, such as talking about why running indoors could result in hurting themselves or another child.

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

The manager provides effective leadership, setting high aspirations for quality. She shares her vision with staff, which means they all work well together as a cohesive team. Effective support is provided by the organisation's management team. There is a shared understanding of the responsibilities the pre-school has to meet the requirements of the

Early Years Foundation Stage. Effective systems are in place to regularly monitor practice and the educational programmes provided. Regular training, both in-house and through external organisations is attended by staff to support their professional development. Appraisals and staff supervision are used to monitor staff performance. Effective recruitment and thorough induction procedures are followed to ensure that all staff working with children are suitable to do so and clearly understand their duties and responsibilities.

Self-evaluation is effective in highlighting successes. Regular staff and management meetings are used to reflect on practice, discuss and devise clear action plans to prioritise and target areas for development. Parents and children are fully involved in this process so that their views are taken into account.

The pre-school builds close working relationships with parents. Parents are kept fully informed about their children's learning and development through daily verbal feedback and written information. Children help to complete 'communication books' drawing a picture of an activity they have enjoyed during the day, which staff help them to annotate. In addition, staff include newsletters with information about activities planned and ideas of how parents can support their children's learning at home. Parents regularly view their children's learning journey records and contribute photographs or write in their own observations. Consequently, children's learning and development is effectively shared. Parents spoken to at the time of the inspection felt that their children were making good progress and find the staff welcoming and helpful, so that their children thoroughly enjoy their pre-school experience. The pre-school has a good relationship with the school, which is on the same site. Communication between the school and pre-school supports the children in making a smooth transition as they become school age. The pre-school has also developed strong partnerships with other professionals that are involved with the children and staff working in the children's centre. This close working ensures that children's needs are identified early and that they are supported to make good progress.

The designated person for safeguarding is clear about her role in meeting the safeguarding and welfare requirements so that children are kept safe. All practitioners have a very good understanding of the safeguarding children procedures and they attend regular training to update their knowledge. Staff are proactive in ensuring that children's safety is maintained and the children are carefully supervised both indoors and outside. Rigorous systems are in place to assess risk and to ensure that the premises are safe and secure in order to fully protect children.

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	EY452995
Local authority	Norfolk
Inspection number	886404
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	26
Name of provider	Pre-School Learning Alliance
Date of previous inspection	not applicable
Telephone number	07525701781

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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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