

Saplings Pre-School and Wraparound Care

Saplings Pre-School and Wraparound Care, Littleton Green Community School, Colliers Way, Huntington, Staffordshire, WS12 4UD

Inspection date

18/04/2013

Previous inspection date

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

- Staff provide interesting and challenging experiences that meet the needs of children. The major part of practice is based on a secure knowledge and understanding of how to implement the Early Years Foundation Stage.
- Staff create a bright and motivating environment both indoors and outdoors, and offer an inclusive and welcoming service for all children. Consequently, they show good levels of interest in what is available.
- Children are happy and confident at the setting. Staff are actively involved in children's play through positive interaction. They praise and encourage children throughout to support their emotional well-being.
- The setting has implemented a robust system to monitor and evaluate its practice, which enables the staff to identify targets effectively and plan for further improvements.

It is not yet outstanding because

- There is scope to further enhance children's literacy skills by encouraging more able children to begin to recognise the written form of words and by creating an attractive space in the book area so that children and adults can enjoy books together.

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 playroom and in the outdoor play area.
- The inspector held a meeting with the manager of the provision.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Jasvinder Kaur

Full Report

Information about the setting

Saplings Pre-school was opened in 2012 and is registered on the Early Years Register. It operates from a large room at the Littleton Green Community School. Children have access to an enclosed outdoor play area. The pre-school serves the local area.

There are currently 25 children aged two- and three-years-old on roll, 13 of whom receive government funding for nursery education. The pre-school is open during term-time from 8.45am to 11.45am and from 12.15pm to 3.15pm. The pre-school supports children with special educational needs and/or disabilities.

There are five staff working within the setting. Of these, four members of staff hold appropriate qualifications at level 3 in early years and one member of staff holds a level 2 qualification in early years. The pre-school receives support 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:

- support children's literacy skills further by increasing opportunities for more able children to recognise familiar words, such as their own names. In addition, organise the space more effectively in the book area, to create a place where children and adults can enjoy books together.

Inspection judgements

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

All practitioners have high expectations of children based on accurate assessments of their skills on entry to the setting. Staff have a good understanding of implementing the Early Years Foundation Stage. An effective key person system results in staff knowing the children well and planning a varied range of purposeful experiences to meet their individual needs. Planning of activities includes detailed information on the prime and specific areas of learning and development to cater for the needs of the individual and to achieve next steps in their learning. Parents contribute to initial assessments of their children's starting points and are kept well informed about their children's achievements and development through regular feedback. Staff provide appropriate support in preparing younger children for transition to the nursery in the on-site school.

All staff use good skills in asking open-ended questions which encourage children to be active learners and pay close attention. Consequently, during group activities, children respond enthusiastically when listening to their favourite stories. They talk freely with

peers, staff and visitors. Staff take a positive part in activities and during play encourage children in the use of language to share their experiences and thoughts. Good opportunities are provided for all children to make marks, to write for different purposes and to use their phonic knowledge for linking sounds and letters. However, staff do not always encourage more able children to recognise familiar words, such as their own names. The space in the book area is also not organised effectively as a place where children and adults can enjoy books together. This means children's literacy skills are not supported as efficiently as possible.

Staff provide a wide selection of resources and good opportunities for children to familiarise themselves with information and communication technology, including an interactive board. First-hand experiences, such as growing sunflowers and tulips, observing the weather and learning about birds and animals, enhance children's knowledge of the natural world. Staff also invite visitors to the setting, including an entertainer who brings live animals to show to the children and a police officer. Children develop understanding of number and shape through daily routines and during play, such as matching and sorting shapes and colours, singing relevant rhymes and counting toys and objects. They expand their simple calculation skills and learn about differences in size and pattern during a variety of activities. A good assortment of colouring materials and a selection of resources are supplied to help children explore and develop their creativity. Staff provide a range of musical instruments, textures and sensory experiences, including play dough, paint, sand and water, to support children's skills. Children enjoy regular musical sessions and listen to a pianist who also sings to them.

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

Children are happy, confident and have a positive attitude to learning. They interact positively with staff, who spend time talking to and playing with them. A successful partnership with parents and the key person system ensure all staff use effective, targeted strategies and interventions to support learning that matches all children's individual needs. Thus, children develop secure relationships with staff and are confident in approaching them about their requirements. Staff provide good support to prepare children for transition to the nursery. They take children to visit their new nursery and invite the nursery staff to their setting to introduce themselves and read a story to the children.

Children independently access well-organised resources and equipment in a clean, bright and colourful environment, where they are confident and develop warm and friendly relationships with staff and peers. Celebrating their birthdays and displaying their artwork boost children's self-esteem. Children are well behaved and have a good awareness of right and wrong, responding positively to guidance from staff. They are encouraged and praised, and their efforts are acknowledged appropriately. At the end of every session, staff tell children what they have done well and reward them with stickers. Children select and choose their own activities and enjoy the responsibility of carrying out small tasks, such as tidying up toys or disposing of fruit peelings into the bin at snack times. Children learn how to keep themselves safe through staff guidance and relevant activities, which include the theme of 'people who help us'. A selection of materials is available depicting

positive images of diversity to help children understand and respect the value of others. Staff encourage children to take part in associated artwork for displays and to celebrate different festivals, including Diwali, the Chinese New Year, Easter and St Patrick's Day.

Children's health and well-being are a priority, as staff emphasise the benefits of outdoor play and indoor physical activities on a daily basis. Access to an inviting outdoor play area provides a balanced and broad range of opportunities in all areas of learning. Children demonstrate coordination and control in large and small movements and in using a range of tools and equipment. They show increasing dexterity in handling objects and equipment and in using tools for making marks. Children develop self-care skills, for example, putting on their own jackets before going out in the garden, attending to toileting needs and making healthy choices at snack times. Staff support children well so they understand the importance of basic personal hygiene. They all wash their hands before they eat and after using the toilet.

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

The management team and staff are committed to improving the quality and standard of education and aspects of care through continuous self-evaluation. Consequently, planning of activities and assessment of children are consistent and precise and display an accurate understanding of all children's abilities and progress. A well-established programme of professional development ensures staff are monitored and underperformance is tackled effectively. Regular supervision, ongoing training, and support from the school and from the local authority, help all staff to improve their knowledge, understanding and practice. There is a rigorous and effective system of self-evaluation. It includes listening carefully to the views of children, parents and staff.

Staff have a clear understanding of safeguarding children in relation to child protection issues. They receive regular training on safeguarding and are aware of their responsibility to report any concerns to the Local Safeguarding Children Board. The management team is very familiar with procedures should an allegation be made against a member of staff and the implications this may have for their practice. Relevant policies and procedures are updated in line with current requirements for safeguarding children. Systematic recruitment and vetting procedures, including the successful induction of new staff, ensure that children are safe. The security of the premises throughout is well maintained. To eliminate hazards, a detailed risk assessment and daily safety checks are carried out in all areas.

The partnerships with parents and external agencies are well established and make a strong contribution to meeting children's needs. The setting's association with the Special Educational Needs Coordinators from the school and the local authority, as well as other professionals, allows them to seek advice to ensure children get the support they need. Parents and carers are kept well informed about their children's achievements and development through daily notebooks and regular parents' evenings. To extend children's learning at home, parents are encouraged to take an active part in themed projects and activities. Weekly newsletters and regular questionnaires are provided for them to share

information and convey their views and preferences. Parents are appreciative in their comments about the setting and the staff, describing staff as 'helpful' and 'very supportive'. They explain that their children are eager to attend the setting and make good progress.

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	EY442581
Local authority	Staffordshire
Inspection number	808165
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	25
Name of provider	Littleton Green Community School Governing Body
Date of previous inspection	not applicable
Telephone number	01543511020

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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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