

# Walpole Area Pre-School Limited

The Community Centre, Summer Close Walpole St Andrew, Wisbech, Cambridgeshire, PE14 7JW

<b>Inspection date</b>	21/03/2013
Previous inspection date	15/09/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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's transition into the pre-school is managed very well. As a result, they are happy, settled and are developing very good bonds with their key person, other staff and their peers. Children are supported well as they move on to school. The pre-school has established good links with the local primary school.
- Children's communication and language skills are supported well. As a result, they are becoming confident communicators.

### It is not yet good because

- The progress check for children at age two is not fully implemented because parents are not provided with a written summary of their child's development in the prime areas of learning.
- Staff do not evaluate their observations of children effectively in order to accurately identify what they need to do to support children's progress in their learning and development.

## 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 pre-school rooms.
- The inspector spoke with 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 held a meeting with the pre-school manager.
- The inspector spoke to parents.

## Inspector

Jacqueline Mason

## Full Report

### Information about the setting

Walpole Area Pre-school opened in 2011 as a re-registration of an existing setting and is registered on the Early Years Register. It is owned by a private provider and operates from the community centre in Walpole St Andrew, Norfolk. There is a fully enclosed area available for outdoor play. The pre-school serves the local area and is accessible to all children.

Seven members of childcare staff work with the children. The provider has a Foundation Degree in Early Years Childcare and three other staff hold appropriate early years qualifications at level 3. The remaining three staff have early years qualifications at level 2. The pre-school is open from Monday to Friday during school term times. Sessions are from 9am until 3.30pm. Children attend for a variety of sessions. There are currently 40 children on roll.

The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of 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:

- provide parents with a written summary of children's progress check at age two as part of the evaluation of children's learning and development
- improve how observations of what children are doing are evaluated and assessed, in order to accurately identify the next steps in each child's learning and development. Use this information to plan a challenging and enjoyable learning experience for all children.

### 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 nursery, through discussing their children and encouraging parents to complete an 'All about me' booklet. This provides staff with a record of children's likes, dislikes, interests and routines. It helps identify children's starting points and gives staff a baseline knowledge of where children are in their learning and development. Each child has an individual record of their learning, that is maintained by their key person. This provides useful pictorial

evidence of their time in the nursery and also a record of written observations. However, observations of children are not consistently evaluated because not all staff are confident in how to analyse what they see and record. As a result, the next steps in children's learning are not always accurately identified and staff are not clear about the learning intention of planned activities. Despite this, staff do ensure that planning is built around children's interests.

Staff are aware of the importance of carrying out progress checks when children are two years of age. They review young children's progress through regular observation and assessment and discuss their findings with parents. However, they have not yet developed methods for providing parents with a written summary of this. As a result, parents are not given information about their children in a way that allows them to easily share it with other professionals who may be involved with the child, and a legal is not fully met. The pre-school shares information about children's learning with parents through daily discussion. A communication book is also completed for some children. Parents can request to see records of children's learning at any time and are able to contribute to the record. The pre-school has established 'parent consultation' sessions, to encourage parents to talk to their key person about their child's developmental progress. The frequency of these is being increased, following positive feedback from parents.

Overall, children's progress ensures that they have the key skills needed for the next stage in their learning. Staff ensure that all children are able to participate in the activities and routines of the day. All children are respected and treated as individuals. Staff work on a one-to-one basis with children, where needed, to ensure that their unique needs are met. Children take delight in their achievements, cheering and clapping when turning out their 'instant snow' mould results in a successful 'snow-castle'. They persevere with activities of their own choosing and readily start again if their first attempt is unsuccessful.

The promotion of children's communication and language skills is given good priority. Staff engage children in conversation. They encourage children to interact with each other and model taking turns to speak and to listen. Children are developing a good vocabulary and staff ask questions to challenge their thinking, giving them time to consider the question and process their thoughts. As a result, children are becoming confident communicators. Children enjoy picture books and staff encourage and support their interests, sitting in small groups to look at books together and talk about the illustrations.

Older children recognise some initial letters and confidently make marks in the playdough, writing the first letter of their name and reciting other letters. Children have opportunities to make marks both indoors and outside, using media such as chalk, crayons, trays of dry sand and 'instant snow'. Children use one-handed tools competently, cutting out shapes from the playdough using cutters and rollers. They play imaginatively, pretending the dough is pizza and confidently count how many pieces they have cut their pizza into, pointing to each piece and counting accurately.

Children's transition to being in the pre-school setting is managed well, helping them to be happy and settled. The successful implementation of the key person system enhances the relationship with children and their families. Children are developing secure trusting relationships with their key person and other pre-school staff. They are helped to develop the necessary skills which helps them embrace new experiences with confidence. As a result, children are prepared for the next stage in their learning and development, such as moving on to nursery or school. After the Easter holiday, children who are due to move on to the local primary school in September are taken on weekly visits to the school. Whilst there, they are able to take part in a variety of activities. This helps children to become familiar with the school building and routines, and get to know their class teacher.

Toys and resources are age-appropriate and suitable for their purpose. They are stored well, to enable children to choose what they want to play with. This promotes children's sense of belonging and independence. Children behave well. Consistent boundaries are in place to help them know what is expected of them. Children readily share and take turns. They are helped to play harmoniously together and have respect for each other's needs and feelings. Good behaviour is valued and praised. Unwanted behaviour is managed satisfactorily.

There is a warm and welcoming learning environment in which children are secure, happy and confident to express themselves. They benefit from a wide range of play materials to support their learning and development. Toys and resources are stored well, to enable children to choose what they want to play with, promoting their sense of belonging and independence. Consistent routines help children to know what happens next throughout the day. They have a very good sense of belonging and move freely between indoor rooms and the garden.

Children's health needs are met well. Outdoor play is encouraged, with all children having free access to the garden throughout each session. Children are provided with a healthy diet and are encouraged to have regard for their personal hygiene. There are good arrangements in place to help children learn to keep themselves safe through routines, such as helping them learn how to use scissors safely and organising visits from the community police and road safety officer.

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

The provider has a clear understanding of her role and responsibility to meet the requirements of the Early Years Foundation Stage. The learning and development requirements are monitored satisfactorily to assess the quality of teaching and learning. There is a strong commitment to improve the pre-school provision. The provider and her staff reflect on their practice, and work with the local authority to set targets for improvement. The views of parents are sought. An action plan for development has been identified that is clear and achievable. Staff work well together as part of a team and are enthusiastic and motivated. They are committed to their own professional development and attend training courses, to further develop their own skills and knowledge.

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. They know how to report concerns. A recent notification to Ofsted by the provider has been managed appropriately, following advice from the local authority and social services department. This is in line with the Local Safeguarding Children Board guidelines. The procedure is clearly recorded in the pre-school's safeguarding policy. The recruitment processes for new staff ensures that those working with children are suitable to do so. A record of Disclosure and Barring Service Checks is in place for all staff. The pre-school premises are safe and secure, to protect children from intruders. Risk assessments are in place, to ensure that hazards to children are identified and steps taken to limit risks. This ensures that children can play safely indoors and outside.

Partnerships with parents are effective as staff are committed to working together with them, to ensure continuity of care and learning for children. They keep parents well informed both by written information and daily verbal communication. Staff are committed to working together with parents, to promote continuity of care and learning for children. Parents are kept informed about their children's day, both by written information and daily verbal communication. Parents report that they are happy with the service that is provided. They feel that their children are well supported and their special educational needs and/or disabilities are managed sensitively. The pre-school has established good partnerships with other professionals, to meet the individual needs of children, and has effective links with the local children's centre, where support and specialist equipment can be accessed.

## 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

<b>Unique reference number</b>	EY424864
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	909561
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Margaret Pauline Plume
<b>Date of previous inspection</b>	15/09/2011
<b>Telephone number</b>	01945 780 680

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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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