

Carbrooke Pre-School

Coronation Hall, Church Street, Carbrooke, THETFORD, Norfolk, IP25 6SW

Inspection date	19/04/2013
Previous inspection date	12/05/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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

- Staff make good use of praise so that children are confident in their own abilities. She supports them in becoming independent individuals who understand the importance of healthy lifestyles and keeping themselves safe.
- Children's transition into the pre-school is managed well. As a result, they are happy, settled and develop good bonds with their key person, other staff and their peers.

It is not yet good because

- The observation and assessment of children's learning is not well-established, to consistently identify their individual stages of development. Therefore, staff are not fully aware of what they need to do to support children's progress.
- Partnerships with other childcare settings that children attend have not yet been established, to ensure that children's needs are quickly identified and managed.

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 room and the Millennium Green playing fields.
- 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

Carbrooke Pre-school was registered in 1970. It is registered on the Early Years Register and operates from Carbrooke Village Hall, Carbrooke, Thetford. There is access to the Millennium Green playing field and playground for outdoor play. The pre-school is managed by a voluntary committee. It serves the local area and is accessible to all children.

The pre-school employs five members of child care staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during school term time. It is open on Monday and Tuesday from 9am until 12.30pm and on Wednesday, Thursday and Friday from 9am until 3pm. Children attend for a variety of sessions. There are currently 26 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 educational 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 how the observation and assessment of children's learning is carried out, in order to consistently identify children's individual stages of development and what staff need to do to plan a challenging and enjoyable experience to support their progress
- establish and maintain a two-way flow of information with other childcare settings that children attend.

Inspection judgements

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

Staff work well to encourage parents to remain engaged in their children's learning records as children's learning are shared and new initiatives, such as 'stay and play' sessions have recently been introduced. Staff gather useful information from parents when their children first attend the pre-school, through discussion with them and encouraging them to complete and 'all about me' booklet. This gives staff a record of children's likes, dislikes and interests to help them identify starting points and give them a baseline knowledge of where children are in their learning and development.

Staff maintain a record of their observations of children's learning using photographs and written comments. The new manager recognises that the established way of recording is not fully effective, as it does not consistently encourage staff to evaluate what they see in order to plan for the next steps in children's learning. As a result, she is implementing a new system of observation and assessment. This has started well but is not yet well-established to ensure that children's individual stages of development are identified and planned for. Progress checks for children who are two years old are carried out and shared with parents. This helps ensure that any concerns about children's development is identified and any necessary action is taken. Overall, all children, including those with special educational needs and/or disabilities, make satisfactory progress in their learning .

Overall, children's progress ensures that they have the key skills needed for the next stage in their learning. Staff ensures that all children are able to participate in the activities and routines of the day. They respond well to children's interests and are beginning to engage in their play, chatting to them about what they are doing and supporting them in their self-chosen activities. Children play well together and show an interest in others' play. They have a good sense of belonging and understand the consistent routines. Familiar routines are followed that help children to feel happy and settled. They are developing a good level of self-confidence.

Younger children use sounds in play, saying 'brmm, brmm' as they roll the small world cars along the floor. Children are confident to talk to adults and other children when playing. They talk readily about their families and their own home life. Staff are careful to include children in conversations and give all children opportunities to share their ideas and thoughts. As a result, they are confident to talk to others when playing and during whole-group activities. The development of their language skills is mostly facilitated well by staff as they encourage children to listen to each other and show an interest in what others are saying. 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.

Children develop their individual creativity because they are encouraged to make their own decisions about what they paint, how much of the paper they cover and what colours they want to use. Children enjoy the sensory enjoyment of making marks with paint and use brushes confidently. They show an interest in print and understand that it carries meaning, asking staff what notices say during the short walk across the car park to the fields for outdoor play. They confidently ask staff to write their name for them on their artwork. Most children recognise their first name when it is written and also recognise some initial letters. Older and more able children are beginning to write recognisable letters, and are provided with pens and templates on dry-wipe boards to practise forming letters. However, children's progress is not maximised because staff are not fully aware of individual children's next steps in learning.

Children show awareness of number and readily count during familiar routines. They recognise simple shapes and patterns and staff encourage them to name shapes as they are playing. Children confidently use mathematical language such as 'big' and 'small', for example when using magnifying containers to look at bugs and flowers when playing

outdoors. They seek out others to share what they have found. Staff encourage children to explore media and textures, and build in opportunities for them use them how they want. For example, when children lose interest in using the wheeled toys in the sand, staff readily change to using moulds, encouraging children's confidence and sense of belonging by asking them to find the moulds from the drawer. Children make sandcastles and talk about the need to add water to make the sand stick.

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

Children's transition to being in the pre-school is managed well, helping them to be happy and settled. Children are developing emotional attachments with staff and building friendships with each other. A key person system is in place that ensures each child has a named adult within the pre-school. She takes responsibility for their daily well-being, plans for their learning and development and builds positive relationships with parents.

Children are supported 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. Children behave very well. Consistent boundaries are in place to help children know what is expected of them. They are reminded of the consistent ground rules, such as using walking feet and kind hands. Children are helped to play harmoniously together and have respect for each other's needs and feelings. Staff provide children with a good choice of toys and resources that are stored well. This enables children to choose what they want to play with, promoting their sense of belonging and independence.

Children's health needs are met well. They are encouraged to take responsibility for their own hygiene and staff promote hand washing before eating. Children's dietary needs are met by their parents as they provide healthy snacks for their children. Each child has their own drink container that is kept readily available. Outdoor play is encouraged. There is no garden at this pre-school but children are taken to the 'Millennium Green' playing fields every day, to promote fresh air and exercise. There are good arrangements in place to help children learn to keep themselves safe through everyday routines, such as regularly practising the emergency evacuation procedure.

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

The pre-school manager has a good understanding of the requirements of the Early Years Foundation Stage. Since she started at the pre-school in March of this year, she has implemented significant changes, to ensure that the pre-school is working within the framework. Changes have also been made to how children's learning is recorded and monitored. This has only been in place for a few weeks, and still needs to be fully embedded into the pre-school practice to ensure that it is successful. The pre-school manager is supported well by a new committee that is eager to promote the success of the pre-school. Self-evaluation systems have recently been established, to inform priorities and to set clear targets for improvement. These include seeking the views of parents.

The pre-school premises are safe and secure to protect children from intruders. Thorough risk assessments are carried out, to ensure that hazards to children are identified and steps taken to limit risks. This means that children can play safely indoors and outside. 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. Staff know how to report concerns. Recruitment processes for new staff are satisfactory, to ensure that those working with children are suitable to do so. A record is maintained to show that staff have an enhanced disclosure issued by the Disclosure Barring Service.

Partnerships with parents are effective as staff are committed to working together with them, to ensure continuity of care and learning for children. They are kept well informed both by written information and talking to them on a daily basis. Parents state that they are happy with the pre-school provision and feel that it is now 'moving in the right direction'. The pre-school room now always looks 'welcoming and exciting'. Parents value that their views have begun to be sought and that changes have been made as a result of their comments. For example, they are now much more aware of what their children are doing each day and activity planning is displayed. Partnerships with other child care settings that children attend have not yet been established, to ensure that children's needs are quickly identified and managed. However, for children with identified special educational needs and/or disabilities, good links are in place with external agencies to secure the support that they need to make the best progress that they can in their learning and development.

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	254006
Local authority	Norfolk
Inspection number	908595
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	26
Name of provider	Carbrooke Pre-School Committee
Date of previous inspection	12/05/2009
Telephone number	07870 849480

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

