

Fence Pre-School

Scout and Guide HQ, Wheatley Lane Road, Fence, Nr Burnley, BB12 9EE

Inspection date

Previous inspection date

19/06/2013

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

- A vibrant, welcoming and accessible environment is created. This means that children develop good levels of independence and are motivated and engaged in activities.
- Practitioners ignite children's curiosity and interest with their own enthusiasm as they encourage them to explore and show their own interest in discovering new things.
- Children's care and learning is promoted in a very consistent way as a result of close partnership working with parents and providers where children attend other settings, including effective communication.
- Good access is provided to the outdoor environment, in order to promote children's all round good health. This is enhanced through interesting activities and first-hand experiences of harvesting their own fruit and vegetables.

It is not yet outstanding because

- There is scope to improve the opportunities provided for children to use writing for different purposes, both indoors and outdoors.
- Children's understanding of certain hand washing practices is not consistently reinforced by practitioners, in order to fully promote children's physical 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 and care routines in the main pre-school room and the outside learning environment.
- The inspector held a meeting with the provider of the pre-school.
The inspector looked at children's records of learning, planning documentation,
- evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day, and in information included in parent questionnaires and the self-evaluation form.

Inspector

Rachel Ayo

Full Report

Information about the setting

Fence Pre-school has been operating under the current provider since 2004, however, it was re-registered in 2012 due to changing from a partnership to a sole private provider. It is registered on the Early Years Register and is situated in the Fence area of Burnley. The pre-school serves the local and wider areas and is accessible to all children. It operates from one main room in the scout and guide headquarters building and there is a fully enclosed area available for outdoor play.

The pre-school employs five members of childcare staff, four of whom hold appropriate early years qualifications at level 3. The provider also manages the pre-school and holds an Early Years Foundation Degree. The pre-school opens term time, Monday to Friday, from 8.30am until 4pm. Children attend for a variety of sessions. There are currently 38 children attending. The pre-school provides funded early education for three- and four-year-old children and supports children who use English as an additional language.

What the setting needs to do to improve further

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

- enhance children's literacy development, by providing more opportunities indoors and outdoors for children to write for different purposes
- develop further children's awareness of how good practices, with specific regards to hygiene, can contribute to their good health.

Inspection judgements

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

Children show good levels of concentration and demonstrate a positive approach to learning, as a result of practitioners' own enjoyment of, and active engagement in, activities. For example, they enthusiastically encourage children to catch the bubbles as they chase after these with delight outdoors. Practitioners skilfully use opportunities to extend children's learning as they talk about the different-sized bubbles, asking children how many they can count. Alongside joining in children's play, practitioners also enable children to make their own discoveries and solve problems through self-initiated play and exploration, in order to learn skills that prepare them for their next stages in learning, such as school. Exciting displays incorporating children's artwork, mobiles, real-life objects and photographs, enhance the learning environment for children. They also help reinforce

children's experiences by enabling them to think about, and recall activities. For example, parents contribute photographs of the progress of the sunflowers and grass heads planted at pre-school then taken home, as part of a topic about growth. Children also create collages representing food items grown in their allotment and contribute to the life cycle wall and table top display.

Practitioners know their key children well. Consequently, play opportunities are planned around children's interests, significant personal events and next stages of learning; informed from regular and purposeful observation and assessment. For example, children's intrigue in pirates is fostered through interesting topics. Practitioners also set up an imaginative role-play area, which includes uniforms for dressing-up, to help prepare children leaving for school. Records of learning show that children are working comfortably within the typical range of development expected for their age, given their starting points, which are appropriately identified on entry. Parents are effectively informed about, and involved in, their children's learning, in order to ensure consistency and help children make optimum progress. Open consultations are always available and parents are provided with regular development summaries, which include children's next steps of learning and how these can be supported at home. They are invited to share their own observations through the 'I did something special' form and contribute to topics.

The use of space is effectively considered to promote children's all round development and enjoyment. For example, there is free-flow access to the interesting outdoor area, which means that all children's individual learning styles are fully considered and accommodated. Where children enjoy being outdoors more than indoors, practitioners carefully monitor the activities they take part in, to ensure that all areas of learning are complemented. This ensures that there are no gaps in children's development.

Practitioners are skilful in supporting children's language and communication. They model being a good listener and ask open-ended questions that ignite children's curiosity and encourage them to find out more and express their ideas. For example, as children investigate the discarded strawberry with a magnifying glass, which they recognise makes things bigger, they are encouraged to think about why part of the strawberry is missing and decayed. They also discuss why it is still partly green and not fully red, learning about ripeness. Children show great imagination as they say it might have been eaten by an elephant. Practitioners suggest that it might have been the shrew they found in one of the outdoor play huts.

Children have many opportunities to explore a range of media, in order to develop creativity. For example, natural materials are placed in tyres in the garden's sensory area and practitioners enhance small world activities, such as the farm and pirate ship, using different media. They set out animals on different surfaces created with green wool, wooden pellets and bark and use different types of blue cloth to represent the sea, on which children sail the pirate ship. They use amusing narrative as they play imaginatively. Interesting activities, such as weaving pieces of ribbon through the builders mesh, attached to the garden fence, effectively helps children to practise their hand and eye coordination on a larger scale. They make a range of marks and patterns with brushes as they use paints at the easel or water on the wall. Labelling in the environment, along with children finding their names on arrival for self-registration and their individual place mat at

snack time, promotes their literacy development. Children enjoy sitting in the cosy book area, reading favourite stories with practitioners and also help create learning stories of the life cycle of ducklings, recently brought into the pre-school. There is scope, however, to enhance children's opportunities to use writing for different purposes within different areas of the provision.

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

Children are happy and confident as a result of good settling-in processes. These ensure a smooth transition from home to a new environment and enable positive relationships to develop between practitioners, key persons and children. Parents share what they know about their children through a detailed registration form and 'All about me' document. Information, for example, children's home language, cultural background, favourite things and what makes children sad and happy, such as a favourite comforter, is included. Consequently, practitioners build up a picture of each child's background and uniqueness, which they clearly value and celebrate within the pre-school to ensure inclusion. For example, where families originate from other countries, practitioners reflect their cultural heritage within resources, festivals and dual language labelling. As children leave for school, their continued sense of security is fostered through effective information sharing between settings and the use of associated activities. Practitioners further support children's emotional well-being as they help prepare them for personal events, such as mummy having a new baby, through role-play resources and stories.

Practitioners act as positive role models and value children's achievements through praise and encouragement. As a result, children are patient, well behaved and cooperative, and readily share and take turns. For example, as they enthusiastically join in with the 'what's in the bag' song during a group activity they patiently wait until the bag reaches them, then excitedly dig deep to see what they can find. Children effectively learn to value and appreciate the similarities and differences between themselves and others. They observe many positive images of diversity in the pre-school, alongside celebrating festivals related to their own or others' cultural backgrounds. Practitioners use real-life artefacts, for example, in role-play areas, to enhance children's experiences.

Children make decisions about what they want to play with and manage developmentally appropriate tasks, such as toileting and hand washing, with practitioners on hand to support them if necessary. For example, they remind children to pull up their clothing before washing their hands at the sink. Children readily find their lunch box and eat lunch, which is a very sociable occasion where they chat with adults and their peers. Children are reminded about the safe use of the indoor climbing frame, in order to learn to take risks in a safe way and practitioners discuss the use of sun protection cream and sunhats. Visits from the fire service, and emergency services role play areas further promotes children's understanding of dangers and keeping themselves safe.

Children's good health is promoted well. They clearly enjoy being outdoors and help to choose healthy snacks, where their ideas are reflected in a healthy eating snack line, hanging in the pre-school room. This includes collages reflecting children's suggestions. Children readily show the visitor the healthy items in their lunch boxes. Where children

have less healthy items, such as sweets and biscuits, practitioners encourage them to eat their sandwiches first. Practitioners talk about the rhubarb which the children have picked. This enables children to use their senses to find out how things smell and feel as they decide what they could make with it. The pre-school engages in healthy lifestyle initiatives, such as 'Smile For Life', teaching children about healthy practices, such as caring for their teeth. Children show an awareness of certain hygiene practices, such as washing their hands before eating, and they help themselves to a tissue. However, there is scope for practitioners to reinforce their understanding, as children do not readily wash their hands after wiping their nose and disposing of their tissue.

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

The provider has a good understanding of the safeguarding and welfare, and the learning and development requirements. As she is also the day to day manager of the pre-school she provides strong leadership, which reflects in an enthusiastic, dedicated and motivated practitioner team, who have children's best interests at heart. For example, although equipment has to be set out and cleared away daily, including display boards and dividers that create well-organised areas of learning, resources and activities provided are extremely plentiful and stimulating. There is a strong commitment to meeting the needs of all children and monitoring their learning through tracking documents. These ensure that all children are fully supported in their learning and development and early intervention is sought if additional support is necessary, ensuring no child is disadvantaged.

There is robust recruitment, vetting and induction of practitioners. This ensures that children are protected and cared for by suitable adults who have a good knowledge of childcare and their roles and responsibilities. Alongside keeping training, such as first aid and child protection up to date, practitioners are encouraged to access courses run by their local authority. The impact of training is carefully considered to ensure that practitioners' extended knowledge of early years is effectively used to improve and guide practice. For example, weather boxes have been created as a result of an outdoor play course. Practitioners ensure that hazards are identified and minimised effectively to keep children safe, including through the use of safety equipment. For example, soft mats surround the indoor climbing apparatus. Practitioners have a secure knowledge of possible signs or symptoms of child abuse or neglect and the procedures to follow should concerns of this nature arise. Consequently, children are safeguarded.

The provider demonstrates a good commitment to the continual improvement of children's achievements and her own professional development. For example, the pre-school has gained its local authority quality assurance award and the provider has recently completed her Early Years Foundation Degree. All practitioners are effectively involved in reviewing what they do well and identifying areas for future development, in order to raise quality. For example, they have regular supervisions and team meetings, and yearly appraisals, and peer observations are undertaken.

Parents receive good quality information about the pre-school on their child's enrolment and during their child's placement. For example, there is a wide array of displayed

information and photographs, for example, of the practitioner team, key person system and pre-school routine. Regular newsletters keep parents updated on what is happening at the pre-school, to ensure they feel informed about all aspects of their child's care and education, and can contribute to this. Parents are also invited to attend events, such as the leavers' party and nativity. The value given to parents' views is reflected in detailed questionnaires, which reflect very complimentary comments, as do their verbal comments shared at the inspection.

There are good arrangements in place for working closely with other professionals where children are identified as having special educational needs and/or disabilities, although there is no requirement to do so at present. Close links are held with providers where children attend other settings, in order to ensure a consistent approach for children. For example, a pre-school partnership pack has been devised and includes observations recorded and shared between each setting. Parents are also invited to contribute their comments to the observations.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY458241
Local authority	Lancashire
Inspection number	899029
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	38
Name of provider	Beverley Marie Edmondson
Date of previous inspection	not applicable
Telephone number	07765952766

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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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