

# Sutton Pre-School

New Road, Sutton, Norwich, Norfolk, NR12 9RB

## Inspection date

13/05/2013

Previous inspection date

27/06/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- Children feel safe and secure in their relationships with staff. The strong key person system, built around effective settling-in arrangements, strengthens relationships with the children and their families and supports continuity between pre-school and home life.
- Staff clearly understand how to support children's learning and development and are skilful in their ability to meet children's individual needs. This encourages children to become confident, motivated in their play and active and inquisitive learners.
- Partnerships with parents are fostered well, as staff work to ensure that there is a joint approach to children's learning. Transitions are handled sensitively and effectively, enabling children to make a successful and smooth move on to school.

### It is not yet outstanding because

- Opportunities for staff development and professional support are not maximised due to infrequent supervision meetings. As a result, staff do not have regular opportunities to share good practice, to fully support each member of the team.
- There is scope to ensure that children's independence during snack time is promoted by encouraging them to be more involved in setting out, preparing and serving snacks, allowing them to pour their own drinks and helping to clear away after themselves.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector met with the supervisor of the provision, a member of the pre-school committee and spoke to staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector observed activities indoors and outside.
- The inspector looked at a selection of children's assessment records and planning, evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.

## Inspector

Lindsey Cullum

## Full Report

### Information about the setting

Sutton Pre-school opened in 1974 and is run by a committee of parents. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school operates from Sutton Village Hall in Norfolk. There is access to an enclosed area for outdoor play. The setting serves children and families from the local and surrounding areas.

The pre-school opens Monday to Friday mornings from 8.45am to 11.45am, plus Wednesday and Thursday afternoons from 12.15pm to 3.15pm, term-time only. Children may attend for a variety of sessions. There are currently 48 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who are bilingual and children with special educational needs and/or disabilities.

The nursery employs five members of childcare staff, who all hold appropriate early years qualifications at level 3.

### What the setting needs to do to improve further

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

- enhance high quality staff development and professional support by increasing the frequency of staff supervision meetings
- develop children's independence further during snack times, by encouraging children to help with preparation and serving.

## 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 activities and develop their own ideas. For example, children build walls with large bricks, which they develop into a house and then join in imaginary play, turning their construction into a car. Staff sensitively suggest additional resources, which extend children's play, such as offering to find the

play steering wheel. Children develop this theme further by making seats for the car. Supported by staff, children count how many seats they need for those interested in the play, make the car bigger to fit all the children in and then discuss where they might be going. Consequently, children are developing their understanding of simple mathematical concepts, learn to work together as a group and are able to confidently communicate their thoughts and ideas to others. Staff work hard before each session to set out a varied choice of resources and activities, both inside and outside. This ensures children are provided with a welcoming and stimulating environment, where they can easily access and explore resources and become independent learners.

Regular and insightful observations of children at play help staff to plan for individual children, which provides challenge and new experiences. Key persons know their children exceptionally well and monitor their development closely, ensuring that children are reaching the expected milestones. Staff give good priority to the prime areas of learning with children under three years of age. 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. Activities are planned around the children's particular interests and individual needs. Consequently, all children are fully engaged, with older children demonstrating high levels of concentrated play for extended periods. This successfully prepares children for more structured learning when they move on to school.

Children express themselves very well. They chatter amongst their friends as they play, talking about what they are doing or what is happening. They listen well in small groups, for example, as they play a matching card game and understand the simple instructions given by staff. Some children are confident to talk and share their experiences during 'show and tell time'. They proudly stand in front of the group and explain what item they have brought from home, while other children ask to sing to the group. All children join in clapping when children have finished, promoting children's sense of achievement and self-esteem. Staff sensitively support children who would like to try for the first time, by offering prompts to help them start talking or providing a comforting arm around their shoulders. Consequently, children are learning good social skills and to value and respect others. Friendships are evident and children seek out their friends for imaginative games. They persist in trying to dress themselves in their chosen outfit and engage in role play with dolls, pretending to go shopping or care for the baby. Staff are on-hand to support children, but are careful not to intervene too early, before children have time to try for themselves. Children work cooperatively as they build towers with bricks. They seek the help of an older child, who readily joins in and assists with more difficult pieces. Consequently, children are developing good social skills and awareness of others.

Children explore a range of media and materials. They enjoy painting, creating many pictures and patterns. Older children are beginning to draw recognisable figures and carefully select different coloured crayons to add clothes to their figures. Many children attempt to write their own name on their picture, with older children demonstrating good pencil control and coordination. Children learn that print carries meaning, finding their name card to self-register or their named clothes peg to clip their plimsolls together. They enjoy familiar stories and are able to recall and predict events in the story. Songs are sung with enthusiasm and children join in with all the actions. Children enjoy exploring the

properties and textures of materials, such as sand and water. They ask to add water to the sand, aware that this will enable them to build sandcastles more successfully.

Partnerships with parents is a key strength of this setting, and as a result, parents comment that they feel well informed, supported and very involved in their children's learning. Parents are invited to share what they know about their children as they start at the pre-school. The key person spends a great deal of time during early settling visits talking to parents, which ensures that children's interests and starting points are identified and form the basis for ongoing planning for their learning. Parents receive detailed daily feedback about the activities their children have enjoyed and any progress noted, so they are kept fully involved. Parents help on a rota basis and are invited in to help on outings, fundraising events and fun days, which enables them to share in their children's pre-school experiences.

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

Arrangements to help children settle into the pre-school and build secure emotional attachments with their carers are very effective. Successful implementation of the key person system ensures children feel safe and secure in the setting and the individual needs of each child are met. Children are confident, play very well together and are well behaved, demonstrating their understanding of the clear boundaries and high expectations of the staff. Children are kind and offer to share and take turns with resources with little or no prompting. Staff act as positive role models, speaking kindly to children and gently reminding them to say 'please' and 'thank you'. Regular praise and encouragement from staff helps to develop children's self-esteem and sense of achievement. The pre-school is inclusive and children learn to respect and celebrate each other's differences. Children with English as an additional language or those who are bilingual are well supported as staff use gestures and learn key words to aid communication and help children settle.

Children are encouraged to learn the importance of basic personal hygiene and ensure that their hands are clean before eating or cooking activities. At snack times they eat freshly prepared food, such as chopped fruit and vegetables, biscuits or raisins and children with specific dietary needs are always considered. However, children have limited involvement in the preparation and serving of their own snacks, to help them become even more independent in their self-care. The staff attach great importance to children being outside and enjoying fresh air and exercise. They carefully plan the outdoor environment so there is a good choice of resources, so that children actively want to play and explore outdoors. Consequently, children spend a great deal of time outdoors. Children are learning how to dress appropriately for the weather, independently finding wellington boots and their own coats, which they are helped to put on if necessary. Children develop self-confidence in their physical skills as they use a varied range of equipment to promote their physical development. They are learning to take acceptable risks as they climb the slide or balance while walking along the low wall. Staff provide gentle reminders, when necessary, to promote children's understanding of their own and other children's safety. For example, they are asked to think about what might happen if they hold their sticks while on the physical play equipment. Role play and visitors to the setting are used as ways of teaching children about road safety. For example, children

regularly lay out the zebra crossing mat and pretend to be the crossing attendant, using the stop sign when playing with the bicycles. Children regularly walk as a group to the local church, where the vicar tells them a story. This enables children to practise road safety measures and helps them become more aware of their local community. The pre-school has also established very good links with the local school, particularly in supporting children to make a smooth transition into school. Their good practice was celebrated in the county's transitions pack.

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

The supervisor, deputy and staff work closely together and form a very effective team. They are supported by an actively involved committee. Together the management team are committed and motivated to provide a high quality provision for all children and their families. There is a shared understanding of the Early Years Foundation Stage requirements and staff strive to deliver an enjoyable and challenging learning experience, which meets the needs of individual children. The management team support opportunities for staff to widen their knowledge and experience by attending relevant training and introducing new ideas and initiatives to the setting, such as 'Every Child a Talker'. Effective systems are in place for recruitment and induction, ensuring that staff with the appropriate qualifications, skills and experience are employed. The supervisor carries out an annual appraisal with each member of staff. She has recently introduced supervision meetings, but these are too infrequent to provide quality staff development and professional support to adequately supervise and develop individual members of staff.

The committee and staff are committed to improving the quality of the provision further through self-evaluation. Committee and staff meetings are used to reflect on practice, highlight the successes and discuss and prioritise areas for future development. Parents and children are fully involved in this process so that their views are taken into account.

Staff are proactive in ensuring children's safety is maintained and the children are carefully supervised both indoors and outside. Rigorous systems are in place to assess risk and ensure the premises are safe and secure. Staff create an environment that is safe and inviting, where children feel secure and happy. Close supervision of the children, effective staff deployment and clear policies and procedures contribute to the safety and welfare of the children.

The designated person for safeguarding is clear about her role in meeting the safeguarding and welfare requirements so that children are kept safe. All staff have a good understanding of the safeguarding children procedures and they attend regular training to update their knowledge. The pre-school has a clear policy for safeguarding children, which is shared with parents and relevant information is available within the setting for easy reference.

Positive partnerships between staff and parents ensure children's needs are very well met. Parents are provided with good quality information and effective communication systems help to keep parents fully informed. For example, daily discussion between parents and

the key person ensures that important information is shared and children's learning and development is consistently supported in the setting and at home. Many other ways are also used to ensure information is effectively shared, such as the welcome pack which all parents receive as their children start attending, regular newsletters and taking part in the pre-school activities during fundraising or fun day events.

The pre-school has developed strong partnerships with other professionals. Children with special educational needs and/or disabilities are supported well. Staff are vigilant and observant so that any emerging specific needs are recognised quickly. As a result, appropriate and timely action and interventions are made to improve the outcomes for all children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	254300
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	911975
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Sutton Pre-School Committee
<b>Date of previous inspection</b>	27/06/2011
<b>Telephone number</b>	07984 954726 oth 01692 580746

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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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