

The Discovery Pre-School

Discovery Primary School, Mountsteven Avenue, PETERBOROUGH, Cambridgeshire, PE4 6HX

Inspection date	16/05/2013
Previous inspection date	21/05/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 language develops well because practitioners talk to them as they play modelling new words and supporting their developing communication skills.
- Children are supported effectively as they make the move to school as the setting works closely with the local schools.
- Children behave well as practitioners are calm and consistent in their approach and are good role models.
- Parents value the support they receive and feel that all staff know the children very well which helps them settle and feel secure.

It is not yet good because

- Some practitioners do not use observation and assessment effectively to plan for children's ongoing progress and learning. Furthermore, management's overview of the quality of observation and assessment is inconsistent. As a result, the quality of practice varies across the pre-school and some children do not make the best progress possible.
- Resources, particularly those representing equality and diversity, do not offer children sufficient challenge or encourage their interest and curiosity.
- Information gathered as children start does not include sufficient detail about their learning and development which does not support planning for their early progress.

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 observed activities in the main playroom, the courtyard and outdoor area.
- The inspector held a meeting with the managers of the provision and spoke to children's key persons during the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation evidence and a range of other documentation.
- The inspector also took account of the views of three parents spoken to on the day.

Inspector

Deborah Hunt

Full Report

Information about the setting

The Discovery Pre-school was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Discovery Primary School, Walton, Peterborough. Children attend from the local area and surrounding villages. The setting is accessible to all children and there is an enclosed outdoor play area. The setting employs seven members of childcare staff, of whom one holds an appropriate qualification at level 4, four at level 3 and one at level 2. One member of staff is unqualified.

The setting opens Monday to Friday from 8.45am until 6pm, for 38 weeks of the year. Children attend for a variety of sessions. There are currently 46 children attending who are in the early years age group. The setting provides funded early education places for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The setting receives support from the local authority and is undertaking the Pre-school Learning Alliance quality assurance scheme.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the educational programme has depth and breadth by completing regular and precise observations of children across all areas of learning, and ensuring that staff have the appropriate skills and knowledge to include all areas of learning in activities planned.

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

- gain information about each child's starting points so that there is a secure base upon which to identify and monitor each child's progress
- provide plentiful, good quality resources which challenge children and encourage their interest and curiosity and in particular, create a stimulating environment in which children become aware of, explore and question differences in ethnicity, language, religion and culture
- develop performance management and monitoring to ensure the implementation of the new observation and assessment system is embedded and information is used to shape practitioner's professional development.

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

The quality of teaching and support given to children's learning is satisfactory. Practitioners help children make progress through their play, which supports their developing knowledge and understanding. For example, children playing in the sand explore its texture as the practitioner encourages them to take off their socks and shoes. She explains to a child playing with a train in the sand that they can create a railway track using their fingers to add the 'tracks' to the 'line' already created.

Practitioners carry out observations and assessments of what children can do and the next steps in their learning. However, these are variable in quality across the staff team. For example, some learning journals do not show observations across all areas of learning which does not demonstrate that the educational programmes have consistent depth and breadth. This which means that overall, children make satisfactory, rather than good, progress in their learning and development. Children's interests and parental comments inform planning which means children engage in activities they enjoy. For example, a child who loves cars enjoys counting them and learning the names of the colours on assorted vehicles. However, information gathered as children begin attending does not contain

details of children's learning and development which does not enable practitioners to plan for their early progress or to have a secure basis from which to monitor progress.

Children's learning in the prime areas is satisfactorily supported as some activities are planned to ensure children make progress towards the next stage in their learning. Some effective teaching is evident, such as, children learning about vegetables in the home corner as they cut and prepare carrots, broccoli and parsnips. They learn the vegetable names and discuss how they are cooked and contribute to a healthy lifestyle. Using real knives allows them to assess the risk involved and they learn to handle them safely. Children work together at the water tray as they pour water into various red containers and share the resources on offer. A practitioner supports their growing understanding of mathematics as they count the number of cups needed to fill a jug and they discuss the feel of the water in their hands. Children are active learners who enjoy using the covered and open outdoor play areas throughout the day. They run, balance, climb, scoot, ride one and two person trikes and practise throwing the basketball into the net. Their understanding of nature is promoted as they search for fish and frogs in the 'pond' practitioners create for them. Older children are supported to write their names and point them out on their birthday balloon on the wall and other displays of artwork. Photographs on coat pegs and self-registration cards, which are removed as they grow older, help younger children begin to recognise their names.

Practitioners use open-ended questions which encourages children to think and explore. For example, children examine their reflection in mirrors inside the triangular sensory space and a practitioner asks them to name their eyes, nose and mouth. Children's literacy develops as they take home book bags and choose a new book each week, and sing familiar nursery rhymes and action songs. Children enjoy re-enacting the actions to 'five cheeky monkeys' and conversation at lunch time involves words from the song, helping to confirm their learning. Children enjoy creative activities, such as messy play with porridge and custard and make their own blue playdough with purple glitter. As a result, children are beginning to develop the skills and attitudes needed to support their next stage of learning, such as moving onto school.

Practitioners demonstrate that children with special educational needs and/or disabilities are making satisfactory progress in their learning and development. Children are offered appropriate support, and learning which is individualised to meet their specific needs. Those who speak additional languages see their home language represented within the environment. However, resources which reflect different cultures and backgrounds are limited which does not always enable children to explore equality and diversity in their play.

Some parents contribute to children's learning journals, adding comments about what their children have been doing at home. This develops the partnership between the setting and home learning environments, which enables practitioners to understand what children can do and plan accordingly. This is especially important for the growing numbers of younger children, whose learning and development changes quickly.

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

Children have a secure sense of belonging as they enjoy trusting relationships with their key person. Key persons support new children to settle easily into the setting, as they spend time at the beginning of each new care arrangement discussing each child's likes and dislikes with parents and carers. Children behave well as they have helped develop a set of 'Discovery Rules', and know what they can and cannot do while in the setting. This helps children learn about the consequences of their actions on others. For example, two children who both want the same toy are reminded that they should share and encouraged to go and get another one to play with if they cannot wait.

Children play well together and groups of children enjoy acting out their experiences and taking on roles in play, such as in the 'Discovery Shop'. However, not all resources offer children sufficient challenge or encourage their interest or curiosity, particularly those to address cultural diversity. Practitioners are good role models as they talk to children, and each other, politely and are courteous in their actions. This helps children learn to behave well and develop good manners. Children's health is promoted as they follow familiar hygiene routines and are offered daily opportunities to enjoy being in the fresh air. This supports their well-being and helps to develop their understanding of living healthy lifestyles. A rolling snack time enables children to choose when they wish to eat and provides children with a variety of healthy foods to choose from, which are changed daily. For example, they choose from fromage frais or banana portions which they peel themselves. A choice of milk or water is offered and children have free access to fruit during the day. Older children attending the after school club are able to request the snacks they would like, offering them responsibility and the opportunity to take part in decision making. Children develop independence as they grow older and manage personal care routines themselves, becoming aware of their individual needs. For example, a child states they are washing their hands 'because they got dirty playing outside' before they have their dinner.

Practitioners are aware of each child's individual dietary requirements. Relevant information is passed onto parents via letters, which means that any foods identified to cause allergies, such as nuts, are not brought into the pre-school. Children freely access the outdoor play environment. They know where their own coats and shoes are when they want to play outside, which develops their self-help skills. They are able to play outdoors in all weathers, as there is a covered outside 'courtyard' area. Children ride around on one and two person tricycles and sit and ride toys, climb and enjoy opportunities to run around.

The pre-school operates from within the grounds of the local primary school, which enables practitioners to support children as they move from the pre-school into the school. Practitioners take children over to the school, which enables them to get used to the new bigger environment. Reception teachers from the school also come into the pre-school to meet children, talk to key persons and see their learning journals. Most children move up to the school on site, but relationships are also sound with other schools which eases transitions for the children attending.

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

The managers have a satisfactory understanding of the safeguarding and welfare requirements of the Statutory Framework to the Early Years Foundation Stage. Arrangements for safeguarding children are clearly stated and understood by all practitioners. Regular supervision meetings take place for all practitioners and annual appraisals are also completed. Team meetings offer practitioners the opportunity to share good practice and reflect on their professional development. Recruitment procedures for new practitioners are robust, which ensures that all practitioners appointed undergo the necessary checks to be suitable to work with children. The majority of the team are suitably qualified and all have attended child protection training and first aid training. This ensures that they know what to do should they be concerned about a child. A daily risk assessment is completed and these are reviewed regularly, which ensures that any issues that arise are dealt with swiftly. The managers place a high priority on ensuring that the pre-school environment is safe for the children who attend. All required child record forms and documentation are in place to support children's well-being and maintain confidentiality.

The managers understand their responsibility to implement the learning and development requirements, most of which they do satisfactorily. However, the management's overview of the quality of children's learning journals is inconsistent which has an impact on the progress some children make. Nonetheless, overall, children receive appropriate support, and make sound progress towards the early learning goals. This enables them to be suitably prepared for the next steps in their learning and their move into school. The managers and management team are working hard to re-establish the cohesiveness of the staff team, following an organisational re-structure which has seen significant changes to staffing at the setting. This has meant that some aspects of self-evaluation have taken a back seat, such as obtaining the views of parents, children and other stakeholders. This does not enable them to consider their views when identifying areas for future development. There is an action plan to promote the continuous improvement of the pre-school. For example, the managers have plans to improve the outdoor play area, by including a digging and growing area and developing a mud kitchen.

Partnerships with parents are generally positive and increasingly mean they are able to help support children's learning and development. Parents receive a satisfactory and improving range of information about the pre-school and their children's learning and development progress. They value practitioners at the pre-school and how well they know their children. Inter-agency working and partnerships are effective in supporting children's care, learning and development. This enables practitioners to seek advice or support, which contributes to the progress children make.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY341225
Local authority	Peterborough
Inspection number	911734
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	46
Name of provider	Pre-School Learning Alliance
Date of previous inspection	21/05/2012
Telephone number	0787 0994056

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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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