

# North Nibley Pre School

North Nibley Village Hall, Innocks Estate, North Nibley, Dursley, GL11 6DP

## Inspection date

27/06/2013

Previous inspection date

09/03/2011

## 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 2

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 are motivated, active learners because activities are challenging and based around their interests.
- The quality of the educational programmes is effective because assessments are thorough and staff know their key children's individual needs very well.
- The stimulating environment inside and outside supports children's learning effectively.

### It is not yet good because

- Policies and procedures are not up-to-date or accessible to parents, or available for inspection by Ofsted.
- Self-evaluation is not inclusive as parents and children's views are not sought. The committee and staff do not robustly identify actions or monitor quality in order to target improvements soundly.
- The exchange of information about children's progress with other settings they attend is limited. Therefore, these partnerships do not promote continuity to ensure children's care and learning needs are consistently met.

## 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 children's play inside and outside.
- The inspector carried out a joint observation with the pre-school leader of the children's snack time.
- The inspector had discussions with parents and all staff at appropriate times throughout the session.
- The inspector sampled documentation including, children's learning journals, planning and policies in the pre-schools 'drop box'.

## Inspector

Jenny Read

## Full Report

### Information about the setting

North Nibley Pre-school opened in 1974 and is run by a committee of parent volunteers. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from the village hall in the rural village of North Nibley in Gloucestershire. The pre-school has use of the main hall, kitchen, hallway, toilets, and a secure outside play area with decking, grass and patio areas. Children have use of the attached village playground and playing field. The pre-school currently has 21 children on roll in the early years age group, who are aged from two to five. The pre-school receives funding for the provision of free early education for children aged three and four. The pre-school is open on a Tuesday, Wednesday, Thursday and Friday during school term times. Sessions operate from 9am until 12 noon, with an option to stay for lunch until 1pm. Children attend from the local and surrounding villages for a variety of sessions. The pre-school employs three staff, including the pre-school leader to work directly with the children. The pre-school leader has Qualified Teacher Status. The other two staff hold early years qualifications at Level 3.

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

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

- make details of the policies and procedures available to parents and ensure that these are regularly reviewed and updated to include all required information.
- ensure methods to monitor and evaluate the quality of the provision are rigorous and inclusive of children's and parents' views to promote continuous improvement.
- improve communication with other early years settings children attend so that there is a consistent two-way exchange of information about children's progress and next steps in learning.

### Inspection judgements

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

Staff facilitate children's learning successfully. They are flexible, respond well to children's play ideas and provide a wonderful range of resources and equipment, which inspires children's creativity and learning. For example, children initiate making 'potions' outdoors in the rain. They confidently describe what they are doing and talk about their play ideas

with friends. The children have great fun exploring and collecting leaves, stones and mud to put in their cauldrons and finding sticks for their pretend fire. Skilful interaction and questioning from staff encourages children to clarify their thinking, develop their language and extend their ideas further. Introducing mathematical language, such as heavy and light as children explore the different natural materials, cleverly challenges their learning. This shows staff's robust understanding that children learn best through play and exploration. As a result, children are active, motivated learners who make good progress from their starting points.

Staff successfully track and monitor children's progress in partnership with parents. Frequent observations, thorough assessment and feedback from parents help staff to successfully evaluate and summarise children's development each term. As a result, staff identify well-targeted next steps that challenge children's learning and help them build on what they already know and can do. Updating children's learning journals and inviting parents to take them home every term means staff and parents know children's learning needs very well. As a result, staff and parents support children's learning extremely well. Staff use the progress check at age two to assess younger children's development and learning effectively. This helps staff quickly identify any gaps or concerns in children's development. For example, staff recognise that some children are unable to negotiate the slope and new steps in the garden. Each session staff model how children can use the steps and manage the slope and large equipment safely. Consequently, children now show increased balance, coordination and confidence outdoors. This helps children gain the key skills that underpin their learning and prepare them for the next stage in their development. For example, children compete in a mini Olympics in front of their parents. They make flags, participate in races and receive medals for their achievements. This helps increase children's physical skills, their interest in exercise and self-esteem effectively.

The quality of the educational programmes and planning is effective and links robustly to their interests and ideas. As a result, children have fun, are inquisitive and engage well in activities. Every two weeks staff meet to complete the planning, discussing children's learning needs, their interest and ideas, and local events. For example, children take a very active role in the community, creating models for various village festivals, such as the music and scarecrow festivals. They make their own scarecrow and learn how this helps to protect the food they grow in the pre-school allotment. Staff share activity ideas so they know what they can do to extend learning further and review this daily before children arrive. For example, using children's interest in food, staff introduce innovative activities around a story. Children have fun immersing themselves in the story as they make their own snack based on the food a caterpillar eats in the story. They are introduced to symmetry and patterns as they explore paint to make butterflies, which extends and challenges children's learning skilfully. Staff know expectations for the activities and how to use play spaces inside and outside effectively to promote their key children's next steps in learning.

Excellent focus is given to promoting children's communication and language skills. Children are confident speakers and eagerly wait their turn to share news at circle time. Children respond to instructions cooperatively, demonstrating good listening skills and they maintain attention successfully during story time. Staff leave gaps in the story for

children to think of the animal rhyming words, such as 'chew' and 'moo'. The children laugh and have fun as they experiment with the different words and sounds. This cleverly extends children's language and actively encourages their engagement and concentration. Staff use daily routines, such as self-registration to strengthen children's learning. Each session this encourages children to recognise the correct letters and sounds for their name to support their early reading skills. Staff adapt this successfully for the younger children, using pictures with their name to assist identification. As the children become more skilled, staff remove the picture, providing good challenge and extension for the older and more able children.

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

Children are happy and their individual needs suitably met because staff work closely with parents to support separation and settling-in sensitively. Parents provide useful information about their children's interests, favourite toys and self-care needs during settling-in visits and complete 'All About Me' information. This enables staff to tailor care and activities appropriately to children's specific needs. The key person approach is effective and well established. The team observe which staff member new children respond to and build an initial attachment with during introductory and settling-in visits. This staff member becomes the child's key person, nurturing their emotional wellbeing securely. As a result, children feel safe and build strong relationships. Staff gently introduce the youngest children to daily routines and group activities, such as circle time and story time. For example, planning individual story time helps staff tailor stories and support that engage the younger children's interest. This helps prepare the children and increase their confidence, so that they feel safe to eventually join in group story time. Older children are developing independence and relationships by taking on some roles and responsibilities during the session. For example, they take it in turns to hand out the plates at snack time. On requests from staff, older children support their new and younger friends. They help them find their name card for the registration board and support them at snack time, such as pouring their drink. Children learn to be independent in managing their personal care and their lunch boxes in readiness for school. They develop some understanding of healthy lifestyles through occasional activities such as, tasting sessions where they try new food and talk about healthy options.

The staff support children, including behaviour management, appropriately. Children respond well to staff's frequent praise and encouragement to recognise their achievements. As a result, most children are confident, have fun and enjoy lots of laughter at pre-school. Children occasionally talk about the pre-school golden rules, which previous children helped to devise. Although the rules and photographs are not up-to-date, older children made the decision to keep the photographs as some picture their siblings or themselves as two-years-old. This shows that older children are confident to express their ideas and feelings and contribute to some decision making. Staff's relaxed, friendly manner has a calming influence on the children. As a result, there are few incidents of inappropriate behaviour. Nevertheless, children are comfortable in notifying staff of any incidents. Some staff clearly outline why certain behaviour is unkind or not acceptable to

prevent situations from escalating further. This is helping the children learn about consequences and impact so they can begin to manage their own behaviour in preparation for their eventual move to school. Children feel safe and learn about risks generally well through routine and practise. For example, older children know what action to take in an emergency because they practise the drill twice a month.

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

Safeguarding arrangements are sound. Children play and learn effectively in a safe, secure and welcoming environment. Staff are vigilant and implement daily visual checks inside and outside. Consequently, staff understand what the dangers are outside and put appropriate safety measures in place to minimise risks to children's safety and welfare. However, there is a breach of the Safeguarding and welfare requirement of the Early Years Foundation Stage, although the impact on children is small. Information regarding policies and procedures is not accurate or available to parents or for inspection by Ofsted as required. This means parents' are not always well informed about the preschool's practices. Recruitment, vetting and induction methods to ensure staff's suitability are secure. A buddy coaches and mentors new staff, which provides consistent opportunities to model good practice and create a cohesive team spirit. As a result, staff work well together and know their roles and responsibilities appropriately. For example, staff have secure knowledge of child protection issues and the procedures to follow with any child welfare concerns. This ensures prompt action is taken to protect children's welfare. Annual appraisals to discuss performance and training enable management to monitor staff adequately. The team use twice monthly staff meetings to discuss activities and to evaluate their success. They use their knowledge of their key children to plan collectively as a team. This ensures delivery of the activity planning and learning and development requirements is successful and promotes children's learning effectively.

Methods to monitor and evaluate the quality of provision are not sufficiently well established or inclusive of parents' and children's views. A thorough review of the previous documented self-evaluation has not taken place to aid the new management and staff team to draw up clear, well-targeted action plans. Nevertheless, identifying and addressing issues with the planning has been successful. For example, changing the planning focus means activities now closely link to children's interests, making learning interesting and fun. However, there are several weaknesses that management have not identified or sufficiently addressed from previous inspections. This shows that the understanding of the pre-school's strengths and weaknesses is not robust. For example, the pre-school now has highly effective partnerships with the local school to successfully support children's eventual move to school. However, the sharing of progress information with other settings children attend is still not taking place to promote consistency and progression. Parents appreciate the staff's hard work and their friendly, approachable manner. They are invited to share their skills with children and join the voluntary parent committee to help inform some decision making. Parents talk about their background, culture and home language and teach children some key words to extend their learning

experiences. Notice boards, regular newsletters and a basic parent pack include some useful information, for example, about forthcoming events, the education programmes, and how staff support children's learning.

### **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

<b>Unique reference number</b>	101710
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	813205
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	21
<b>Name of provider</b>	North Nibley Pre School Committee
<b>Date of previous inspection</b>	09/03/2011
<b>Telephone number</b>	07842280220

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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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