

# Attenborough Church Pre-School

Lucy and Vincent Brown Village Hall, Attenborough Lane, Attenborough, NOTTINGHAM, NG9 5HZ

## Inspection date

09/09/2013

Previous inspection date

27/01/2010

## 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 are making good progress in their learning and development. They particularly enjoy outdoor play. They show great independence and interest as they explore and investigate the attractively presented and enticing activities provided by practitioners.
- Children are active learners. This is because practitioners plan and provide an interesting range of activities and experiences that build on children's interests.
- Partnerships with parents are embedded well. Parents speak positively about the effective ways in which communication is maintained keeping them up-to-date with their child's progress and ongoing and changing needs.
- Practitioners work well as a team and deploy themselves effectively. They ensure the range of children's learning and care needs are met successfully. As result, children are settled, happy and supported well in their care, learning and development.

### It is not yet outstanding because

- There is scope for children to have more uninterrupted time to play and explore, or to become deeply involved in activities. This is with particular regard to the impact that the structured snack time and outdoor play has on their enjoyment.
- Practitioners do not always maximise the already good opportunities to support children during their transitional period when moving on to school. This is because not all supporting resources, such as books and talk about objects are easily accessible for children to refer to helping them prepare for their next steps in their learning.

## 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 spoke with the manager, practitioners and interacted with the children at appropriate times throughout the inspection inside and outdoors.
- The inspector took account of the views of parents as discussed with them during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector sampled a selection of documentation, including risk assessments, safeguarding procedures, children's records, self-evaluation record, planning documentation, attendance records, complaints records and written policies.

## Inspector

Judith Rayner

## Full Report

### Information about the setting

Attenborough Church Pre-school was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a village hall in Attenborough, Nottinghamshire and is committee run. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and one member of staff holds a childcare degree. The pre-school opens Monday to Friday term time only. Sessions are from 9.15am to 12.15pm, on Monday to Friday. On a Monday and Tuesday a rising 4's session is also held after the morning session which includes lunch and operates from 12.15pm to 3.15pm. Children attend for a variety of sessions. There are currently 41 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 speak English as an additional language and children with special educational needs and/or disabilities.

### 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 play by ensuring that they have more uninterrupted time and opportunity to play, explore and become deeply involved in activities, for example, by having less structured time for snack and outdoor play
- maximise the already good opportunities to support children during their transitional period when moving on to school, by increasing the accessibility of supporting resources, such as, books and 'talk about' objects.

## Inspection judgements

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

Children's progress is successfully tracked by practitioners who are implementing the Statutory framework for the Early Years Foundation Stage into their practice very well. From the beginning, practitioners value the importance of gathering useful information about their child's starting points. Practitioners have a good understanding of how children learn through play and carefully plan play pertinent to individual children. Play is planned successfully taking in to consideration children's interests, age and stage of development

from robust observational skills by practitioners. The quality of teaching is good. Practitioners are motivated and committed to ensure each child is offered and supported effectively throughout their time at the pre-school. As a result, children feel happy, settled and make good progress in their learning and development, they learn quickly, and are interested and enthusiastic in their play. Each child has their own 'Development file' which is shared with parents to help them understand how well their child is progressing. Furthermore, parents are actively involved in their child's learning at home. Activities and ideas are shared between the key person and parents. This enables the parents to continue their child's learning experiences at home. Practitioners value the input from teachers in also helping children enhance their skills in readiness for attending school. For example, practitioners are invited in to the school to meet the teachers to identify key areas to support children and plan their next steps in their learning. The key person also completes a summary sheet identifying the current level and stage of each child's development ready for their next stage in their learning. Staff are familiar with the progress check at age two and complete this when necessary.

Children's language and communication skills are promoted well. This is because practitioners also use sign language to include all children. For example, practitioners tell a story very well engaging children in various ways to contribute to the story. Children actively participate, shouting out what may happen next and use their imaginative and speaking skills well to describe what is happening in the story. Additionally, a good range of singing, action and number rhymes further enhance the already good language skills of children. Practitioners talk to children sensitively and clearly and effectively use signs and symbols to engage with children who do not use English as their first language. This fully supports children in their communication and language skills. Furthermore, children access books independently, all of which continues to support children in their language skills and prepares them for the next steps in their learning and eventually the move to school.

There is a good balance of play both inside and outside. Children particularly enjoy exploring the good range of pots and pans and digging tools. This helps them enhance their sensory and physical skills while enjoying the fresh air and learning about the elements of the weather. They show good physical skills as they manoeuvre trikes around objects and pushing wheelbarrows containing sticks for the pretend camp fire. Inside, children build with construction and play imaginatively with the small world characters. They build towers and use the small world people to climb and move around the towers. Programmable toys, such as, toy telephones and squiggle boards help children to work out how to operate equipment. They particularly enjoy making patterns and erasing them by following basic instructions moving the wipe lever up and down. This activity continues for a good length of time demonstrating how much children enjoy the activity and with good levels of concentration.

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

Children settle quickly because practitioners provide toys and resources that they know the children enjoy playing with while meeting their care and learning needs. This is because practitioners sensitively discuss and record in detail children's overall needs and starting points with parents. Children are forming warm and secure attachments with their

key person and other practitioners; they are happy and engaged in their play. Parents are kept up-to-date with their child's progress and care needs. This is successfully achieved by daily discussions, parents' evenings and access to their child's development file with opportunities to contribute to recording information about their child. Parents are also encouraged to contribute to support their child moving on to school. The key person works closely with the parents and any other professionals involved enabling children to have a smooth transition between environments. However, some resources, such as, books and talk about objects relating to the child's new school are less accessible to children in order to maximise the already good opportunities to support them during their transitional period. Effective multi-agency working and partnership with parents ensures all children are given good levels of support to meet their varying and individual needs. Furthermore, practitioners use signs and symbols to ensure all children are included and that communication is maintained at a good level.

Practitioners create a welcoming, safe, clean and stimulating environment for children. Colourful displays of children's art work, posters and photographs create a welcoming and stimulating environment which helps all children have a sense of belonging. Toys, resources and activities inside are attractively presented and appropriate for their age and ability. Children are confident and make independent choices in their play. Practitioners use the outdoor area well ensuring children's learning is optimised because activities and resources outside further enhance what is presented inside, supporting children in their all-round development. Children thoroughly enjoy their time outside benefitting from the fresh air and exercise. Practitioners understand the importance of creating a relaxed and fun-filled time for children. There are clear routines in place which help children feel secure. For example, most children's attention is gained by practitioners gently shaking a tambourine. However, in preparation for the structured snack time and while playing outdoors some children who are deeply involved in activities are interrupted. As a result, they are unable to finish the enjoyable activity in which they are deeply engrossed. Nevertheless, most children acknowledge the signal of the tambourine and follow instructions to help tidy away toys. They show good levels of care towards toys and resources carefully placing items in their correct storage places. Children's behaviour is good and their self-esteem is high. Practitioners work sensitively supporting children who require extra support in learning about what is expected of them.

Practitioners are good role models overseeing toileting activities, children washing their hands, effective nappy changing procedures and general cleaning of the toys and equipment. As a result, they promote the good health of children and prevent the spread of infection. Children enjoy a good range of healthy snacks and parents are encouraged to provide healthy meals in the lunch boxes they provide for the children who stay for lunch. Furthermore, children are provided with a good range activities and experiences to help them learn about keeping safe. For example, children pretend to make a fire. They collect sticks and bundle them in a pile. They place a hoop around the sticks reminding one another not to step inside the hoop as they may get burnt.

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

The inspection was prioritised by Ofsted following an incident where a child left the building unnoticed by practitioners. Staff are now extremely vigilant in their practice to ensure all children are closely supervised and monitored. For example, when children are ready to be collected, practitioners are vigilant in ensuring children are unable to leave the building without an authorised adult. This is because practitioners effectively monitor the main door and complete records of each child as they are collected. The safeguarding of children is good. A clearly written policy covers requirements in the Statutory framework for the Early Years Foundation Stage, such as the action that is taken regarding the use of mobile phones and cameras in the nursery. Practitioners have a good understanding of their role and responsibility to protect children. They are confident and knowledgeable about what to do should they have any concerns regarding a child in their care. Practitioners deploy themselves effectively to ensure the overall needs of children are met and that adult-to-child ratios are maintained. As a result, children are supervised effectively by practitioners both inside and outdoors.

Daily risk assessments are completed on all areas where children have access, to minimise hazards to them. For example, practitioners undertake prior checks outside ensuring no hazards are accessible to children. As a result, children safely access the outdoor play area. The suitability and performance of all practitioners working with children is of a good standard because senior managers implement effective recruitment, induction and performance management practise. Practitioners successfully implement the robust range of written policies and procedures which underpin the smooth running of the setting. Furthermore, a comprehensive range of records is maintained effectively which adhere to the welfare requirements of the Statutory framework for the Early Years Foundation Stage. These are informative and used to track and identify any emerging issues and action is taken to ensure children are continually protected. As a result, overall, children are effectively safeguarded and practitioners create a safe and secure environment for them.

Partnerships with parents are embedded well. Parents speak positively about the effective ways in which communication is maintained keeping them up-to-date with their child's progress and ongoing and changing needs. Practitioners have a good understanding and value the importance of establishing trusting relationships with parents. Information is effectively and sensitively exchanged and the wishes of parents are fully respected. Practitioners are warm and welcoming to parents and ensure that information is effectively and sensitively exchanged. Practitioners work well with other agencies, such as, the local authority Early Years Specialist, Early Years Inclusion Support team and external agencies to support children with special educational needs. This involves close working with parents and professionals to meet the individual needs of children offering effective support to them to achieve, given their starting points.

Practitioners work well as a team and deploy themselves effectively. They ensure the range of children's learning and care needs are met successfully. As result, children are settled, happy and supported well in their care, learning and development. The managers are good role models and effectively monitor the overall performance of all practitioners given their particular roles and responsibilities within the setting. Regular appraisals and team meetings provide good opportunities for the managers to identify any training needs to improve practice to which benefit children very well. The overall self-evaluation is

effective. Previous recommendations have been successfully met. For example, parents are actively involved from the time their child starts. Information is robustly gathered about their child's starting points and all ongoing assessments are regularly shared with parents. This enables the parents to be kept up-to-date with their child's progress. Educational programmes are closely monitored to ensure children are provided with a varied and challenging range of activities and experiences in the indoor and outdoor environment. This is successfully achieved by the managers overseeing what practitioners will do next to support the next stage in children's learning with clear links to the areas of learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	253109
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	934898
<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>	42
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Attenborough Church Pre-School Committee
<b>Date of previous inspection</b>	27/01/2010
<b>Telephone number</b>	0771 4577171

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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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