

# Sandford Pre-School

Methodist School Rooms, Hill Road, Sandford, Winscombe, Avon, BS25 5RJ

## Inspection date

07/11/2013

Previous inspection date

25/05/2010

## 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 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 requires improvement

- The pre-school provides a warm and welcoming environment for children and parents.
- Staff motivate and encourage children's learning through the use of open-ended questions.
- Children are well behaved and staff promote their social skills through positive role modelling.

### It is not yet good because

- Staff lack a good understanding of how to consistently observe and use information gathered from their assessments of each child to plan and support children's interests and next steps in learning so they make good progress.
- Staff do not make effective use of risk assessments for outings to identify any potential risks or hazards to children, in order to keep them safe.
- Staff do not use a rigorous system to evaluate their practice or seek the views of parents and children to consistently identify strengths and weaknesses in the quality of the provision in order to improve outcomes for children.

## **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 play room and during an outing around the local community.
- The inspector held a meeting with the manager of the pre-school.
- The inspector checked evidence of suitability and qualifications of staff working with children and sampled children's assessment records.
- The inspector took account of the views of the parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager.

## **Inspector**

Shahnaz Scully

## Full report

### Information about the setting

Sandford Pre-School is situated in the village of Sandford in North Somerset. It has been operating since 1978, and registered in 1992. It is run by a committee group which also includes parents. The pre-school operates from the Methodist School Rooms which consist of the main hall, entrance hall, toilets and kitchen. Children have access to a specific outdoor area which is situated across the road. The pre-school opens Monday to Thursday during term time from 9am to 12.30pm and from 12.30pm to 3pm. Children attend morning, afternoon or full-day sessions. The sessions include opportunities for children to stay at the pre-school to have a pre-packed lunch. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 13 children on roll in the early years age range. The pre-school is in receipt of funding to provide free early education for children aged three and four years. The pre-school supports children who have special educational needs and/or disabilities. The committee employs four members of staff to work directly with the children. Three staff including the manager hold qualifications in early years at level 3 and one member of staff is working towards a qualification 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:

- improve the use of risk assessments on outings to minimise any hazards to children when away from the premises
- improve all staff's knowledge and understanding of how to use observations and ongoing assessments to plan and target children's next steps in learning to support their individual needs and build fully on their interests
- foster a culture of mutual support, teamwork and continuous improvement by using a rigorous process of self-evaluation to effectively identify strengths and weaknesses in the provision, and take account of the views of staff, children and their parents and develop a clear plan for improvement.

### Inspection judgements

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

The pre-school implements educational programmes to appropriately support children's development across all areas of learning. Most children's learning and rates of progress appear to be at the expected level for their age. However, staff lack a good understanding

of how to observe, assess and then plan effectively to support children's individual learning needs. They do not all effectively maintain children's learning records to provide them, and parents, with a fully accurate picture of each child's progress to help them plan next steps for learning.

Children interact well with their friends and staff, which benefits their personal, social and emotional development. They gain independence as they choose their play activities and resources because these are freely accessible. Children's communication and language development is promoted well across the pre-school. Children enjoy listening to traditional stories read by staff and also played on the CD player while they are having their lunch. Children are encouraged to share their first-hand experiences during group sessions led by staff. Children are confident to talk about their interests outside of the pre-school. Staff make appropriate use of small group opportunities to help build children's confidence and social skills.

Staff fully understand how to use open-ended questions to promote children's learning during their play. The level of adult interaction positively impacts on children's learning and the quality of the teaching. During a local walk on the 'strawberry line' trail, staff effectively promote children's curiosity and help them to explore. They compare different sizes and shapes of leaves and natural objects along their route. The long walk also provides an opportunity for children to engage in physical exercise as they run, skip and tip toe, and extend their understanding of caring for the natural environment. Staff support children's mathematical learning through number games and flashcards. Children show strong skills in using the computer and are confident in operating familiar educational programmes.

The current planning system provides an adequate balance of adult-led and child-initiated experiences across the areas of learning. However, the planning does not always reflect children's individual interest which results in some children not being fully challenged to help them make good progress. There are some opportunities provided to develop children's early writing skills using resources available, such as painting with range of brushes as well as making marks with chalk.

Staff routinely complete the required progress checks for two-year-olds and they share this with parents so they are aware of their child's early development in areas such as communication and language and physical development. Staff compile individual learning diaries for children using observations and photographs. They also include parents' comments, such as 'wow' moments from home, in their learning diaries so they are involved in their child's early education at the pre-school.

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

Children are happy to attend the pre-school. Staff provide a welcoming environment where children's work is put up on display, showing them their efforts are valued, which contributes to their sense of belonging. Staff build a caring and respectful relationship with families. A sufficient selection of resources is available indoors at an appropriate height for

the children to access to increase their decision-making skills. The pre-school implements a satisfactory key person system to support children in forming positive attachments and making friends. Parents are encouraged to visit the pre-school with their child to attend settling-in sessions. This helps staff to ensure children are emotionally secure and happy to leave their parent and/or carer. Parents complete registration details before their child starts and the key person discusses their children's daily routine with them to enable staff to know more about, and support, each child's needs.

Staff positively promote children's health and physical well-being. They encourage children to understand the importance of healthy eating through discussions. Staff provide useful information to parents about healthy food choices for packed lunches including alternative food options. Children develop their self-care skills by pouring their own water and preparing for their own snack at the table. Staff make children aware of good hygiene practices by encouraging them to use a cleansing hand gel before meal times. They talk to children about the importance of washing their hands in order to prevent the spread of germs. Most children are able to manage their own personal care needs. Younger children are still learning to become more independent and staff work with parents to discuss arrangements for toilet training to support the children's readiness for school.

Children show consideration towards their peers. They share and negotiate the use of resources and are generally well behaved. All staff are appropriate role models and make behaviour expectations clear so that children develop important social skills. The pre-school has introduced a reward chart for recognising children's achievements to foster their confidence and self-esteem. Staff also promote children's social skills during daily routines. Children are polite and demonstrate appropriate skills in turn taking, listening and showing respect towards others. Children have access to a secure outdoor area and often go on local walks in the area including visiting the iconic old steam train at their local train station, which increases their understanding of the world around them. Staff promote children's awareness of road safety during outings. Children follow adults' direction when outdoors and are reminded about keeping safe. Staff are suitably qualified to administer first aid treatment to protect children's welfare in the event of a minor accident.

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

The management has a sound understanding of their responsibilities to meet the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. They implement appropriate safeguarding policies and procedures to protect children's welfare. All staff have completed safeguarding training and have a secure knowledge of what to do if they have any concerns about a particular child's well-being, to help keep them safe. There are suitable arrangements for recruitment and vetting to enable management to check staff's suitability to work with children. New staff undergo an induction process which includes a health questionnaire and a review of all the pre-school's policies and procedures. This supports them in their role and helps them safeguard children appropriately. Risk assessments and daily checklists are done in all indoor areas used by the children as well as the outside play area. However, management

have not fully developed risk assessments for outings, such as local walks, to identify and minimise risks and hazards to children to keep them safe.

The manager generally monitors the assessment of children's progress records completed by staff and oversees the educational programmes. This helps to ensure that staff provide an adequate balance of adult-led and child-initiated activities to support children's learning and development. All staff promote spontaneous learning opportunities and change daily plans in order to follow children's interests. For example by deciding to take the children on an interesting walk rather than playing in the outdoor environment at the pre-school because the staff know how much the children enjoy these experiences.

The pre-school promotes staff training and development to help drive improvement in their practice and they have access to locally run courses. Regular discussions during supervision and informal meetings with the manager highlight areas for staff development. Two staff members are qualified in paediatric first aid and have completed recognised training. The manager has arranged for all staff to attend 'Numicon' training, which looks at developing children's mathematical development. The manager is due to attend refresher training on behaviour management planned for the New Year. All staff regularly attend cluster meetings with other local providers in the area to share ideas on practice. The manager and staff say they benefit from meeting with other local providers as it helps them to reflect on their practice.

A system to improve the overall quality of the pre-school provision is being developed albeit slowly; a clear action plan to drive the provision forward has not been fully developed. This has an impact on how effectively the pre-school improves the outcomes for children. The manager uses the local authority quality improvement process to review the seven areas of learning to monitor the quality of their educational programmes on children's development. The focus to make improvements using a clear plan is at an early stage of being embedded. The manager has implemented changes to the layout of the main room following the last inspection to make the home corner area more inviting to children. The manager acknowledges that parents and children's input in any future plans for improvement are important and is currently addressing this.

Outside professionals including the local authority advisor visit the pre-school and offer advice to help staff identify their strengths and weaknesses. The management works closely with other professionals and has established strong links with the speech and language therapist, 'Springboard' and Portage services to ensure appropriate intervention is in place for children who need additional support. Parents are happy with the pre-school and the comments received are positive. They say that all staff are friendly and approachable. The pre-school shares information with parents through the children's learning diaries, informal discussions as well as putting up notices on the parents' information board. This promotes positive partnership working and benefits the children's care, learning and development.

## **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	115294
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	813496
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	13
<b>Name of provider</b>	Sandford Playgroup Committee
<b>Date of previous inspection</b>	25/05/2010
<b>Telephone number</b>	0780 8544131

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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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