

# Curry Rivel Early Years Foundation Stage Unit

Curry Rivel Primary School, Church Street, Curry Rivel, LANGPORT, Somerset, TA10 0HD

## Inspection date

20/11/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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

- Staff work very well as a team and have a good understanding of the requirements of the Statutory Framework of the Early Years Foundation Stage enabling them to deliver a stimulating learning environment.
- Children enjoy their time in a well-organised and attractive room as they independently access an interesting range of learning opportunities.
- Children develop good independence, self-esteem and self-confidence as they are continuously praised and encouraged. Children form secure, emotional attachments because of the sensitive and skilful support they receive from the staff.
- Staff keep parents well informed about all aspects of their child's care and learning. This builds trusting relationships and provides continuity in their care.

### It is not yet outstanding because

- There is no writing or technology equipment in the role-play area for children to experiment writing for themselves in order for them to develop their literacy skills independently or to develop their understanding of technologies.
- There is a lack of toys, resources and positive images of diversity in the unit in order to fully promote children's understanding of the wider world.

## **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.

## **Inspection activities**

- The inspector spent time observing in the main play room and in the outside area.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector looked at children's learning journeys, planning documentation, the setting's self-evaluation form and a selection of policies and children's records.
- The inspector took account of the views of parents' spoken to on inspection.
- The inspector held meetings with the manager of the provision, the Foundation Stage Coordinator and spoke with staff at appropriate times throughout the inspection.

## **Inspector**

Marie Bain

## Full report

### Information about the setting

Curry Rivel Early Years Foundation Stage Unit registered in 2013. It operates from a dedicated classroom at Curry Rivel Primary School near Langport, Somerset. Children will have access to all areas of the school and an enclosed outdoor area.

The unit is registered on the Early Years Register. It is governed by the school and is linked to the early years provision for children aged three and four years old. The unit is in receipt of funding for free early education for two-year-olds who attend the setting. The unit will open from 9 am until 3.15 p.m. term time only. Children attend for a variety of sessions and may attend from 9 am till 12 pm, 9 am until 3 pm or 12.15 pm until 3.15 pm. The unit welcomes children with special educational needs and/or disabilities and those who speak English as an additional language.

The head teacher oversees the running of the unit. She is supported by a manager who has an early years degree and six staff who work directly with the children; of whom five have an early years level 3 qualifications.

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

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

- provide a wider range of opportunities for children to further develop their literacy skills and an understanding and positive disposition towards technology by, for example, resourcing role-play areas with writing equipment and a range of technological tools.
- extend the range of toys, resources and positive images of diversity in the unit to enhance children's understanding of the wider world.

### Inspection judgements

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

Children are happy, confident and busy. They share warm, caring relationships with staff and clearly thoroughly enjoy the time they spend at the unit. Consequently, all children are making significant gains in their learning because they are secure and have fun. Staff have a good understanding of all aspects of the Statutory Framework for the Early Years Foundation Stage. They make perceptive observations and assessments of the children to plan interesting activities that cover all areas of learning which take account of children's interests, starting points and abilities. This provides ample opportunities for children to have fun and supports the good progress they make towards the early learning goals.

Staff have established clear systems for completing the progress check for two-year-old children. Staff 'Cohort Track' all children across all areas of the Statutory Framework for the Early Years Foundation Stage to ensure all children's learning is constantly reviewed and any needs are quickly recognised and planned for.

Staff use song, rhyme, rhythm, clear speech and talk about sounds and letters, and sign language consistently to help children make quick progress with their speech and language development. Children look at good quality books and find the illustrations especially interesting. Staff use natural produce, puppets and props to add another dimension to story time and to enhance the story such as the fairy tale treasure basket and the fruit and vegetables the caterpillar ate. Children learn about some festivals and have some toys, resources and visitors to the unit to help them learn aspects of the wider world. However, these and positive images of diversity in the unit are not widely developed to fully promote children's learning, understanding and appreciation of the wider world. Children use their imagination as they delight in acting out familiar scenarios in the home corner. However, staff have not provided writing or technology equipment in the role-play area for children to experiment writing for themselves to develop their literacy skills and their understanding of technologies.

All children enjoy playing with a wide range of different media and art and craft materials. The 'messy' play book depicts the range of activities children undertake illustrated with pictures of the children playing. For example, children make fairy dust when they add a few drops of food colouring to fine salt and leave it to dry so that they can practise some fantastic mark making. Children have great fun playing with ice cream gloop when they mix corn flour with water before freezing it, and frozen jelly where they followed the instructions to make the jelly and added sequins before putting it in the freezer. Children love playing with this and discovering how it melts as they learn about how materials change. Children really like making 'soap mud,' using grated soaps, ripped up toilet rolls and add a cup of warm water, stirring it to create a mixture. Children have made a potions lab, filling different cylinders with coloured water to investigate size, and using pipettes they concentrate to suck up the water, adding vinegar and bicarbonate of soda to make a potion. These activities promote children's sensory awareness and creativity very well. Children take part in cooking activities each week and the Little Pips recipe book shows some of the lovely things they have made including bread rolls and apple crumble. Children take part in the whole cooking process, learning about weight, measure, pouring, baking time, and texture. This promotes children's mathematical understanding and development. Overall, children play and learn in environment that develops very good attitudes to learning and encourages them to become active learners.

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

Children are clearly happy, settled and have an enjoyable time at the unit. The effective key person system underpins staff's in depth knowledge and understanding of individual children. The use of positive reinforcement, frequent praise and individual support means that children's behaviour is good. This promotes children's self-esteem. Children are aware of the 'Golden' rules in place, and supported by a display which reminds them what is

expected of them. Staff offer gentle reminders to children when needed to use their walking feet and be kind to their friends. Children demonstrate that they feel safe, secure and have a strong sense of belonging as they chat about what they like at the unit and confidently access the toys and activities they wish to do. Children demonstrate a great maturity as they learn how to behave safely indoors and outside. For example, they have a growing understanding of how to keep themselves safe as they help to tidy away resources and they learn to use equipment safely.

Children have a secure understanding of good hygiene practices, supported by topics, activities and good staff role models. This is reinforced by visual aids in the environment. Staff provide a snack caf which enables children to make choices as to when they wish to eat and drink. They access a range of healthy and nutritious snacks. Children are able to access drinks freely throughout the day. Staff encourage children's independence by enabling children to take responsibility for their own food preparation as children chop their own fruit, butter their own crackers and pour their own drinks. Furthermore, staff encourage children to support each other during lunch and snack times by passing each other cups and plates as well as helping to tidy up when they have finished. Depending on parental preference children are able to either bring a packed lunch or have a freshly prepared meal at lunch time. Lunch time is a lively social occasion when staff and children can sit together and chat while they enjoy their lunch. All children enjoy exploring their environment, especially as they have plenty of exciting opportunities to be physically active. Children use the school hall where they play ball and take part in musical movement in which they take part in simple exercises such as jumping and stretching. In the outside area they are able to freely use the child-size bikes and scooters. These activities keep children active, promote their physical development and teach them that exercise is fun.

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

Children are fully safeguarded because arrangements for safeguarding children are robust. Staff have a good understanding of their roles and responsibilities for safeguarding children, and liaising with appropriate agencies supported, by designated safeguarding officers. Excellent procedures are in place for the recruitment and vetting of staff and the staff appraisal system ensures that staff remain suitable to work with the children. The thorough risk assessments for the unit and outings promote children's safety at all times. Staff are vigilant and keep good records, including a visitor record. This effectively supports the welfare of children and enables them all to feel settled and secure at the unit. A comprehensive range of policies and procedures are in place which are regularly reviewed, carefully managed, and understood by all staff. These are shared with parents and for families for whom English is an additional language, a translation is offered. The unit is keen to continuously improve and evaluates the provision constantly. This includes the views of staff and all service users. The unit manager provides strong leadership to the staff team. Staff are well motivated and enthusiastic and work together closely to provide a welcoming environment where children's welfare, learning and development needs are effectively met. All staff undertake professional development training courses

which enhance individual skills, the setting, and consequently the outcomes for children.

The environment is child friendly and welcoming. The unit is bright, colourful and very appealing to children. The outside area offers children many interesting learning experiences. The good quality, age appropriate toys and resources are well deployed. The layout of the room and outside area enable children to have a free-flow provision where they are effectively supported to learn through their play. Children can independently select the resources they wish to play with as they are placed at their level.

Partnerships with parents, other providers, professionals and agencies connected to the children are very good. Staff take time to get to know children and their families prior to starting the unit. This is significant in making sure the individual, specific, and additional support needs of all children are met. It effectively supports inclusion of all children. Parents and carers are welcomed warmly into the unit at the beginning and end of each session. Staff take time each day to discuss the children's needs and achievements with the parents. Informative notice boards the website, newsletters, and parents evenings keep parents informed of events at the setting and invite their involvement. Every half-term staff send a 'Parent input to planning' form home asking parents to highlight their child's interests at home and any development areas they would like pursued within the unit. This provides a variety of prospective to inform the planning in the unit which gives all children a challenging, holistic and relevant learning experience. Parents have regular opportunities to discuss their children's progress and are encouraged to play an active role in their children's learning and development. Staff offer suggestions, ideas and resources that build upon or enhance their children's learning at home. For example, parents provide their child's 'WOW' moment observations from home that can be used in their child's learning journey. Parents are also encouraged to borrow books, puppets or recipes to support continuity between home and the unit. Parents spoken to as part of the inspection speak positively about the staff and the unit.

## 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>	EY461697
<b>Local authority</b>	Somerset
<b>Inspection number</b>	916794
<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>	22
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Curry Rivel C of E VC Primary School
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01458 251404

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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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