

# Intake Pre School

Intake Methodist Church, Foxwood Road, Sheffield, S12 2FP

<b>Inspection date</b>	09/12/2013
Previous inspection date	07/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 make good progress in the development of communication and language because practitioners are skilful in using sign language and props to promote developing communications.
- Information shared with parents about their children's learning is accurate and precise. As a result, they have realistic expectations for their children and this helps them to plan for their next steps and support their learning at home.
- Support for children during transition to school is significantly enhanced because of the excellent relationships with the local school. As a result, when children are ready to move on they are familiar with routines, are very confident and self-assured.
- Robust monitoring of the provision involving all users of the nursery ensures clear action plans are implemented, based upon accurate assessments of the nursery's strengths and weaknesses.

### It is not yet outstanding because

- In some instances, opportunities to extend children's ideas and explore their thinking are sometimes overlooked. As a result, their knowledge and learning are not investigated in as much detail as they could be.
- The nursery's policies and procedures are not always effectively shared with parents and as a result, not all parents fully understand the nursery's expectations of them.

## 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 observed activities in the playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

## Inspector

Nicola Dickinson

## Full report

### Information about the setting

Intake Pre School was registered in 2007 and is on the Early Years Register. It operates from Intake Methodist Church in Sheffield, and is managed by a Board of Trustees and is a registered charity.

The nursery serves the local area and is accessible to all children. It operates from two rooms and there is an enclosed area available for outdoor play. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above.

The nursery opens for 38 weeks of the year. Sessions are 9.15am to 3.15pm on Monday and between 12.00pm and 3pm on Tuesday, Wednesday and Friday. On Thursday, they operate a morning session between the hours of 9.15am and 12.15pm. There are currently 42 children attending who are in the early years age group. The nursery 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:

- extend opportunities to engage children in discussion by using open-ended questioning so that their ideas and knowledge can be fully explored and they can share their learning experiences in more detail
  
- enhance communications with parents so that they fully understand the nursery's policies and procedures, and the nursery's expectations of them, for example, to provide healthy choices in children's lunch bags

## Inspection judgements

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

Intake Pre School is a welcoming, friendly nursery. Practitioners have a thorough understanding of the Early Years Foundation Stage. This means children experience a good balance of adult-led educational programmes and child-led play activities that incorporate the seven areas of learning. For example, children develop their skills using small tools during outdoor play when they make 'repairs' to the wall using toy drills and hammers. Children learn to think critically by using large construction materials to make roadways, seesaws and bridges. Practitioners observe children perceptively during their

play and they give them time to share their ideas. As a result, they learn to work through and solve problems themselves. In some instances, practitioners miss opportunities to use open-ended questioning to help children extend their thinking and this means, sometimes, their ideas are not fully explored in as much detail as they could be. For example, when using interactive toys on the bridges they have made, what can they do to stop them falling off the end?

The nursery is proactive in developing partnerships with other early years providers and they work closely with them to develop educational programmes that prepare children for moving on to school. For example, there is a strong focus on developing communication and language skills and promoting children's personal, social and emotional development. This means children are acquiring the skills they will need when they enter the next stage in their learning. Practitioners use props, physical gestures and sign language very skilfully to support children's developing understanding of English and as a result, children who speak English as an additional language are making strong progress. Children with special educational needs and/or disabilities are very well-supported by a team of professionals who implement effective strategies to meet their individual requirements, such as the local authority special educational needs teacher. As a result, children who enter the nursery below the expected milestones for their age, are quickly narrowing the gap. Children in the preschool group enjoy a range of activities that reflect routines and learning experiences they will enjoy in school. Educational programmes focus on early mathematics, early literacy and understanding technology and as a result, children are developing the skills they need to prepare them for school.

The nursery works hard to promote partnerships with parents and overall, systems in place to share information with them are strong. Practitioners work closely with them to find out about their family background, children's interests and their starting points. Detailed assessments completed early in children's care ensure information about skills they have already acquired is accurate. Any areas where children are not meeting the expected targets for their age are swiftly identified. This means practitioners can plan educational programmes that are tailored to target the needs of each child, taking into account the skills they have already attained. Through regular newsletters, parents are kept informed about topics their children are exploring, such as investigating the changing seasons by growing seasonal fruit and vegetables. Activities to help parents support children's learning at home are shared with them. By sharing information in this way parents are well-informed about the next steps in their learning and this means they have realistic expectations for their children. The nursery is keen to promote teaching skills with parents so that they can fully support their children's learning at home. Courses for parents, such as early phonics develop their knowledge of how high quality teaching helps their children to make strong progress towards the early learning goals.

Key persons have a thorough understanding of where each child is in their development and this means they are provided with developmentally appropriate educational programmes that offer them challenge and enhance their learning experiences, because they take into account their age and individual abilities. Children's learning records are available for parents to view and regular discussions with key persons keep them up-to-date about how their child is meeting the expected milestones for their age. Information about children's progress is collated into simple graphs which are designed to ensure

parents are easily able to track their progress. Parents feel they are kept very well-informed about their children's progress through daily discussions and regular parent meetings. The nursery has strong partnerships in place with the local primary schools. Tracking and assessment of children's progress is comprehensive and this ensures information shared about their learning is detailed and accurate. The required progress checks at age two have been completed and shared with all relevant partners, thus ensuring children who might need early intervention are quickly identified.

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

Children enjoy outdoor play and learning in all weathers. Although small, the outdoor area is utilised very well to provide a balance of adult-led activities and child-led play. This means children develop physical skills, such as throwing and catching, while learning how exercise contributes to their overall health and well-being. They develop their understanding of the world by investigating natural materials including sand and water and they explore growth and change by monitoring the progress of the fruit and vegetables they have planted. Children who attend the nursery live in a diverse cultural community. A wide range of activities, such as small world play, role play and charity events help them to develop their understanding of equality and diversity. The nursery is fully inclusive and has a number of children attending who have special educational needs and/or disabilities. By using simple, age-appropriate explanations, practitioners are teaching all children to understand the needs of others and this is helping to prepare them for the larger social environment of school. They are learning that they have similarities and differences and as a result, they tolerate each other's differences. This is demonstrated through their emerging peer relationships. The nursery works closely with parents to reinforce boundaries for children who demonstrate unwanted behaviour and this ensures children are given clear and consistent messages. Children are developing a thorough understanding of right and wrong and as a result, behaviour in the nursery is good.

Parents value the contribution the nursery makes to their lives. They feel well-supported and are confident their children are looked after well. When children enter the nursery, short settling-in sessions help to smooth transition, providing some continuity in their care. An effective key person system is implemented by practitioners who understand how strong relationships promote children's emotional well-being and as a result, they endeavour to help children settle quickly. This ensures children develop secure attachments early in their care and consistently receive high levels of support. Parents comment their children are confident and their self-assurance is demonstrated as they share learning experiences with visitors. The support children receive to get them ready for transition into school is excellent. Nursery routines, such as wearing a uniform, registration and serving themselves at snack time, familiarise them with the routines they will experience in school. The Early Years Foundation Stage teachers from the local primary school visit the nursery to meet them and as a result, they are well-prepared for the changes because they have support from familiar adults when the time comes for them to move on. Key persons from the nursery are present in the school for the first two weeks of the summer term each year. This ensures children continue to receive high levels of care during their transition into school.

Children's safety and protection is given high priority. Procedures for collecting children are strictly implemented and this ensures children are kept safe. Children are encouraged to risk assess for themselves and consider the needs of others and as a result, they are developing a very good understanding of how to keep themselves and others safe. For example, they are taught to use small tools, such as scissors, carefully and they develop spatial awareness while enjoying ride on toys. Children are well-supervised and this means they can enjoy independent explorations without too many limitations. Information essential to the protection of the most vulnerable children is shared with relevant professionals, thus ensuring children's safety is maintained at all times.

Children enjoy a good variety of healthy snacks and drinks, including a wide range of fruit and vegetables. They serve themselves at snack time and this helps them to make choices about the food they eat. Discussions at meal times help children to understand how making healthy choices promotes their overall health and well-being. However, the nursery's healthy eating policy is not, always, effectively shared with parents. As a result, not all parents are aware of the nursery's expectation for them to provide healthy choices in children's lunch bags. Children are encouraged to dress themselves and they learn about personal hygiene through everyday routines. This ensures they are independent in attending to their own personal needs when they move onto school.

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

The manager is highly motivated to drive improvement and continually raise the already high standards of the nursery provision. She is keen to share strong practice and has worked hard to build partnerships with other early years providers. She has prioritised the building of partnerships with parents and as a result, relationships are generally robust. Detailed and effective evaluation of the nursery provision facilitates the accurate identification of strengths and weaknesses and swift action is taken to address any areas identified for improvement. All users of the nursery, and practitioners, are actively involved in the regular monitoring of the provision, thus ensuring high standards are maintained. The management of the nursery is overseen by a committee of professionals and parents. This ensures their views are taken into account when any changes are made. For example, the nursery has extended the opportunities for children to learn during outdoor play. The manager seeks the views of parents by finding out about their preferred methods of communication, such as social networking sites and text messaging. This helps to promote a two-way flow of information. The manager supports parent's understanding of the nursery's practice by providing copies of essential policies and procedures, for example, safeguarding and how to make a complaint. However, not all parents demonstrate a thorough knowledge of the service provided because policies, such as healthy eating, are not always successfully shared with them.

Rigorous recruitment and induction procedures are implemented to ensure practitioners are suitable to work with children. They have a thorough understanding of child protection issues and children's safety is given top priority. All practitioners have attended safeguarding training, and senior practitioners have completed advanced safeguarding

training, to develop their knowledge of how to keep children safe. Practitioners demonstrate a detailed knowledge of their responsibilities for ensuring children are kept safe at all times. Security measures are implemented effectively and clear lines of accountability make certain any concerns are reported appropriately. Detailed risk assessments are in place to ensure children are kept safe both on the premises and during trips. There are four members of staff who hold a current first aid certificate, which means that they can give appropriate treatment if there is an accident to a child. Detailed records of visitors are kept. A register of the children's attendance, including when they arrive and leave, is in place and this ensures ratios are adhered to at all times.

The manager has a thorough understanding of the learning and development requirements. Planned educational programmes are closely scrutinised to make certain they offer children challenge and promote their continuing progress. This ensures children's learning experiences target their individual interests and help them to progress to the next stage in their learning. Tracking of children's progress is also carefully monitored to ensure it provides precise and accurate information. A strong commitment to professional development means all practitioners have achieved, or are working towards, attaining early years qualifications to develop their knowledge and understanding, and improve their skills to benefit the children they care for. Ongoing mentoring of staff ensures any weaknesses in teaching are identified and this means training programmes are focused to address any underperformance. For example, training in early talking programmes and working with children with special educational needs, enhance the skills of dedicated practitioners.

## 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>	EY343025
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	820767
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Intake Pre School
<b>Date of previous inspection</b>	07/02/2011
<b>Telephone number</b>	07748168259

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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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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