

Gnosall Pre-School

St. Lawrence C of E First School, Lowfield Lane, Gnosall, STAFFORD, ST20 0ET

Inspection date

10/12/2013

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

- Teaching is rooted in a secure knowledge and understanding of the Early Years Foundation Stage. Staff have a good understanding of how young children learn. They are skilled in supporting and extending children's learning through a varied and stimulating range of experiences.
- Staff are very effective in supporting children's emotional well-being, which enables children to become effective learners.
- Children are effectively safeguarded because robust systems are in place to ensure all staff act appropriately at all times to keep children safe.
- Partnerships with parents and other professionals are effective. They contribute to children's individual needs being effectively identified and met and in promoting children's learning at home.

It is not yet outstanding because

- There is scope to create more precise and sharply focused assessment and planning in order to build upon the already good progress all children make.

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 two play rooms, the school hall and outdoors.
The inspector held discussions with the head teacher and her deputy, the manager
- and other staff about safeguarding procedures and children's play, learning and care routines.
- The inspector spoke to parents and children to obtain their views.
- The inspector conducted a joint observation of a children's activity with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children, self-evaluation and improvement plans.

Inspector

Christine Armstrong

Full report

Information about the setting

Gnosall Pre-School was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is Governor-led by St. Lawrence Primary School and situated within two classrooms of the school, in Gnosall, Staffordshire. The provision serves the local area. There is a fully enclosed area available for outdoor play.

The Pre-School employs seven members of child care staff. Of these, all hold appropriate early years qualifications at level 3. The manager holds a qualification at level 5.

The Pre-School opens Monday to Friday term time only. Sessions are from 8.45am until 11.45am and 1.30pm until 3.30pm with a lunch time wrap around club.

There are currently 38 children on roll in the early years age range. Children attend for a variety of sessions. The Pre-school supports 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:

- consider ways of extending assessment and planning so it is even more sharply focused so it supports all children to make rapid progress in their learning.

Inspection judgements

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

Children are well prepared for school and their next steps in learning because staff have a strong understanding of the seven areas of learning, which are promoted very well. Staff also have a strong understanding about how children learn and they are skilled in supporting and extending learning. They are attentive and fully focused on encouraging children to discover new experiences and new ways of doing things. This includes encouraging children to make choices about playing indoor and outdoors, which supports children's individual styles of learning. As a result, children take part in a rich variety of experiences and activities that help them to become confident and self-assured, eager and highly motivated learners. For example, children's natural interest and curiosity in the things they see, hear and feel is captured by staff who use a wonderful array of strategies to stimulate children's interest and senses in and outdoors. This includes encouraging children to bring in items that interest them to put onto the 'show and tell' table. This helps children to recall and make connections between their experiences and to support their interest over time, which enhances their learning experiences. On 'Muddy Mondays' children go into the school grounds to explore the natural features of the copse area,

which enhances their awareness of nature and allows them to build, explore and experiment with natural resources, such as branches, leaves, mud and water. Children also have weekly experiences of watching music performed live where they hear, see, move and sing to the piano being played. This wonderful rich experience is further enhanced by staff who encourage children to focus on how the sounds can inspire their feelings and movements.

During all activities children's critical thinking and communication skills are well supported because staff are very skilled in giving children time and encouragement to initiate conversations. This helps children to develop confidence in expressing their ideas and thoughts. Staff are also very skilful in sustaining conversations, which helps children to organise their thinking, extend their vocabulary, explore the meaning of words and question why things happen. For example, staff ask children 'What do we need?' and 'what do you think?' about the activities they are taking part in. Staff are effective in capturing opportunities to support and extend children's learning. For example, they use pictorial prompts on a one-to-one basis and throughout the environment, which supports children's communication and understanding. By modelling vocabulary as children play and introducing new words into the conversation staff effectively builds upon what children are interested in, know and can do. Children's literacy skills are supported through a rich environment of print and a good range of fun adult-led activities. For example, children take part in 'Silly Soup' activities that encourage nonsense rhymes so that children can experiment with words and sounds, which supports early literacy skills. Snack time is effectively captured to support and extend children's concept of number and interest in making marks. For example, while acting as servers for their table, children use paper pads and pencils to make a mark to represent each child. They use this mark to make simple calculations of how many plates and cups they need to collect. A member of staff provides support and challenge for children to correspond this to printed numerals, which helps to extend children's understanding of number. Staff value and support the critical role parents have to play in their children's learning and they use a number of successful strategies to support this. This includes providing a weekly newsletter that outlines all activities to support parents to enhance children's home learning environment. This is an important element in supporting children's future success in learning at school.

Children with identified needs receive exceptional levels of individual support from their key persons, who are extremely knowledgeable about each child's background and circumstances. Assessment and planning for these children is precise, sharply focused and includes all those involved in the child's learning. This ensures these children are supported to make good and in some instances rapid improvement in their learning, taking into account their starting points and capabilities. Assessment and planning for other children is accurate and supports their good progress, but it is not as sharply focused to secure even more rapid progress.

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

All staff have a strong understanding of how important it is that children develop a secure sense of well-being. The pre-school provides a welcoming environment for all children,

parents and visitors. There is a variety of positive images of diversity throughout the nursery which provide a strong message that everybody is valued and welcome. Children develop strong and trusting relationships with their key persons who act as good role models, treating children with sensitivity and kindness. This helps children to settle and separate happily from their parents. It ensures children's emotional well-being is effectively fostered. As a result, children quickly begin to show high levels of confidence in the wide range of new social situations and learning experiences on offer. For example, children are brimming with confidence and eagerness to take part in practising the Christmas Nativity in the school hall with children from the reception class. This type of experience helps to prepare children to make the move into school when the time comes. Children also become confident enough to engage in swimming sessions in the school pool. This activity has huge physical benefits for children as the water acts as a wonderful support and buoyancy for children to move and co-ordinate their bodies in a range of new ways, which helps them to control and strengthen their bodies. Children use this growing control and strength to successfully move along the balance beams and rope bridge outdoors. It helps them to start to embed an enjoyment of physical activity and a life skill that helps to support their future well-being and good health.

Staff effectively foster a harmonious environment where children's positive behaviour is affirmed and praised. They recognise the things that may hamper children's behaviour, such as, the need for sleep and they work very effectively in partnership with parents to meet children's individual needs. This ensures all children receive the support they need to benefit from their time in the pre-school. Staff recognise the importance of children taking an active role in their environment. They encourage children to enjoy taking responsibility for small tasks, such as, taking the role of table servers at snack time and the role of calling all children's attention to tidy away by striking a triangle percussion instrument. This helps children to consider the needs of others, take turns and work as part of a group and individually. It also helps children to manage and accept changes in the routine. Staff provide photographs and pictures of emotions, which helps children to learn to recognise and talk about their own feelings and emotions and to begin to recognise the feelings of others. This helps children to manage their own behaviour.

Staff have a secure understanding of how to create a highly flexible and stimulating environment. They provide a wide variety of easily accessible resources ignite children's interest to initiate their own play and follow their own interest in all areas of learning, in and outdoors. Children are supported to take a role in planning future activities by putting their names next to pictures of activities they would like set out for the next day. This effectively supports children's independence and helps to ensure activities reflect their interest. During activities children are supported to develop their undertaking of how to keep themselves and other safe. For example, children are taught safety rules about using scissors and how to stay safe when they are on the stage performing the Nativity. As a result, children demonstrate a good understanding of safety, relative to their age. Staff work effectively with parents and medical professionals where necessary to ensure children's dietary needs are effectively met. Children learn about how food supports their good health. For example, children learn that the oranges they are eating contains vitamin C and that this is helping to keep them healthy. Healthy eating themes and growing activities further support children's awareness of healthy eating.

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

The leadership and management of the pre-school have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Safeguarding procedures are robust, ensuring that children are kept safe and protected from harm and neglect. For example, recruitment and vetting procedures are rigorously implemented, ensuring that all adults working in the setting are closely monitored and assessed for suitability. All staff receive ongoing training to ensure they are fully aware of their roles and responsibilities in relation to child protection. Appropriate procedures are effectively implemented when required to safeguard children. Children are further safeguarded through high levels of supervision and a culture of assessing and minimising risks during all activities. Robust steps are taken to ensure intruders are prevented from entering the premises. All the required records to ensure the safe and efficient management of the setting and to help ensure the needs of all children are met, are kept. Staff receive training in first aid, which ensures they administer first aid appropriately and inform parents of any accidents. These procedures help to ensure children's health is promoted and benefit from a safe and secure environment.

This pre-school has recently become governor-led by St. Lawrence Primary School. The headteacher, manager, deputy and assistant head teacher (who is also the reception class teacher) demonstrate a strong drive to attain the highest achievements for children's learning in pre-school. They implement an effective performance management system where staff are provided with high quality professional supervision and coaching, which is based on sharply focused evaluations of their practice. This is supported by an ongoing professional training programme, which includes the manager undertaking training to degree level. As a result, staff are improving their knowledge and understanding and practice and any underperformance issues are tackled swiftly. The management team has also led the development of educational programmes that have depth and breadth across the seven areas of learning. This has led to children taking part in experiences and activities that greatly enhance their learning, including weekly swimming and music sessions. Effective systems are in place to monitor children's progress towards the early learning goals and to ensure all children receive the support they need to make good progress in their learning and development.

Self-evaluation is robust and includes views of all of the staff, parents and children. This results in well-targeted action plans that reflect parents views and support children's achievements over time. For example, action plans have resulted in parents having improved access to children's learning journals and to also include having parents' evenings. This fosters parents involvement in their children's learning, which is a critical feature for children's future success at school. An action plan is also in place to provide children with the opportunity to go into the school hall for school lunches, in order to further enhance children's preparation for school and healthy eating. Partnerships with other professionals are established, leading to early support for children when needed.

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

Unique reference number	EY462095
Local authority	Staffordshire
Inspection number	923702
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	38
Name of provider	Gnosall St Lawrence CE Primary School
Date of previous inspection	not applicable
Telephone number	01785822391

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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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