

Fellview Pre-School Nursery Group

Fellview Primary School, Caldbeck, WIGTON, Cumbria, CA7 8HF

Inspection date	29/01/2014
Previous inspection date	17/02/2011

The quality and standards of the early years provision	This inspection:	
	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's behaviour throughout the setting is good because staff engage them in activities, which offer interest and challenge. Staff use good teaching techniques to engage children, which mean they make good progress in their learning.
- Staff demonstrate a firm understanding of how to safeguard children and the steps to take if they have a concern. As a result, children are kept safe.
- Excellent team working, effective delegation of roles and staffs' good understanding of their responsibilities results in the smooth running of the setting.
- Staff ensure that parents are kept informed of their child's progress through parent meetings, daily informal discussions and open access to their development files. As a result, partnerships with parents are strong.

It is not yet outstanding because

- Children confidently lead their own play and express their ideas, however, there is scope to enhance daily routines, in order to maximise opportunities for children to pursue their interests and complete tasks.
- Although, the outdoor learning environment is well-resourced, children have fewer opportunities to practise their mark making and early writing skills.

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, the outdoor area and during snack time.
- The inspector spoke with parents and children and took account of their views.
- The inspector held a meeting with the manager of the setting.
- The inspector sampled a range of documentation, including children's assessment and planning records, the self-evaluation form and staff files.

Inspector

Katie Sparrow

Full report

Information about the setting

Fellview Pre-School Nursery Group registered in 1998 and operates from within the grounds of Fellview Primary School in the village of Caldbeck, Cumbria. The setting is managed by a voluntary management committee made up of members of the local community. It is open Monday to Friday, from 9am to 12noon, during school term time, with an optional lunch club on Monday and Thursday, from 12noon to 3pm. Children from the village and outlying areas attend for various sessions.

The setting is registered by on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 13 children on roll, all of whom are in the early years age group. The setting receives funding for the provision of free early education for three- and four-year-old children. There are three members of staff, two of whom hold early years qualifications at level 3 and the manager holds Qualified Teacher Status. The setting receives support from the host school and local authority.

What the setting needs to do to improve further

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

- enhance the already good opportunities for children to lead their own play and pursue their interests by, for example, making some routines more relaxed and flexible

- extend the wide range of opportunities outdoors to include even more activities for children to make marks with a range of tools and resources.

Inspection judgements

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

Staffs' secure understanding of the Statutory framework for the Early Years Foundation Stage and how children learn results in good quality and effective teaching. Children have a wealth of opportunities across all areas of learning. Staff make regular observations of children and information gained about their interests is used, along with information from parents, to fully inform planning. The weekly planning is completed according to individual children and includes links to the areas of learning so to help staff ensure a range of activities are included. Staff assess what they know about children to help them track their progress and to identify areas where additional support may be required. Staff use the good partnership with parents to ensure support is also given at home. For example, during parents' meetings children's development is discussed and staff share ideas of how learning can be continued at home. Parents have access to child's development files at

any time. The inclusion of parents' comments and observations in these files helps parents to feel involved and see the benefits of their contributions. Staff support children's communication skills very well. As a result, children are confident speakers and express their ideas articulately.

Staff find wonderful opportunities to ask well posed questions, helping children to become critical thinkers and stretch their problem solving skills. For example, during a music session a member of staff notices how a child holds a musical instrument. She asks children to think why the instrument is making such an unusual noise, prompting lots of ideas from them. They discuss what might happen if the instrument is held differently and she gently encourages the child to explore and discover how to work the instrument independently. The indoor learning environment is bright, stimulating and includes resources and opportunities across all areas of learning. Children confidently and safely navigate around the setting, freely choosing how and with what they would like to play. However, on occasion the routine of the morning means some children's play is interrupted, so they have fewer opportunities to pursue and explore their ideas.

Children enjoy time at the dough table where they make cakes and pancakes. They use their small muscle movements as they roll the dough with the rolling pin, push down on cutters to make shapes and use scissors to cut. Children happily go to the trolley to find lots of other tools. Staffs' effective deployment of resources helps children to make connections in their learning. For example, they put their dough cakes in mini-baking trays and put them in the oven to 'cook'. One child places their hands on their hips and exclaims, 'come on then, cook!' Children enjoy outdoor play and excitedly choose from a range of ride along toys and quickly make up games together. They use their physical skills to push, pedal and steer their trikes. Other children enjoy rolling hoops and skipping. Children also plant bulbs, learn what plants need to live and help tend to them, which helps them learn about and understand the world. While children have many opportunities for learning through play outdoors, there is scope to enhance the range of resources used outdoors to support children's mark making and early writing skills. For example, by providing chalks, water and brushes and sticks.

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

Children arrive happy and join in with routine activities. For example, they self-register, select activities on the planning board and sit down for carpet time. These recognisable and predictable routines help children to feel secure and confident in their environment. The good settling-in procedure ensures children feel secure and develop good foundations for trusting relationships with their key person. For example, staff make home visits and also visit children at the local toddler group prior to them starting. Children and parents are invited in for settling-in sessions for as long as is needed to ensure the child is secure. As a result, children display high levels of confidence from very early on, even those who are particularly shy and in need of support show good progress in their ability to settle in. Children are both developmentally and emotionally prepared for school. They join in with many of the main school activities and enjoy lunch in the main school hall with the school children. This means children are entirely familiar with the school environment and well-

prepared for their move. One of the members of staff also works at the main school. She is able to share her valuable knowledge and help plan specifically for the attributes children require for a smooth transition to school. For example, children have lots of opportunities to do things for themselves, such as pouring their own drinks and putting on their coats and shoes. They also learn to sit and concentrate and listen to instructions from staff.

Children behave very well and demonstrate an excellent awareness of positive behaviour. For example, in response to being accidentally pushed, they remind each other, 'you pushed me you know and we're not allowed to push'. They then happily go off to play together. Staff offer children lots of praise and encouragement, promoting their self-esteem. They receive stickers in reward for positive behaviour and staff display their charts at low-level for children to monitor their own behaviour. Children readily share and take turns and wonderful friendships develop between them. They give one another cuddles, inviting each other to play and work in partnership during activities.

Children have a good awareness of keeping safe and staff routinely encourage them to consider safety. For example, when staff ask 'Why do you think we can't run around inside?' Children reply, 'Because we might fall over and hurt ourselves'. Visits from police officers and the local fire also support children's understanding of safety. Outside children practise road safety. They ride their cars around the road and stop at the zebra crossing as they shout, 'Does anyone need to cross?' before carrying on. Children are encouraged to develop their self-care skills and show an awareness of the importance of healthy practices, such as hand washing. Staff use words, such as 'germs' and 'clean' to help younger children develop a good understanding of the importance of good hygiene. Staff sit with children at snack time and use this opportunity to support children to adopt good table manners and to reinforce the importance of healthy eating. Children have access to fresh air on a daily basis, which further supports their well-being.

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

Robust safeguarding procedures help to keep children safe. All staff have attended safeguarding training, which results in them having a clear understanding of the action they need to take if they have any concerns about a child in their care. Comprehensive safeguarding policies further support staffs' firm knowledge and there is designated safeguarding officer, who takes the lead role in dealing with any safeguarding issues. There are clear recruitment and vetting procedures in place to check staff suitability, which means children are cared for by staff that are safe and suitable to do so. Risk assessments are carried out on all areas used by children and for outings undertaken. Staff check all areas of the setting daily to help to make sure children remain safe. The environment is well-organised, enabling children to freely access resources and make choices in their play. There are suitable places for children to relax and eat comfortably.

The small staff team work very well together, which reflects in the happy and welcoming environment. The manager is effective in supervising and supporting staff using ongoing

informal discussions, formal supervisions and team meetings. Staffs' professional development is supported through good regular opportunities for training. The manager works directly with children, which allows her to monitor staffs' performance, as well as children's progress closely. As a result of the small, close staff team, they are effective in their ability to jointly reflect upon practice and co-operatively implement positive changes. For example, during the inspection staff constantly discuss improvements that can be made to enhance learning opportunities for children. The more formally, targeted improvement plans demonstrate their ability to identify, track and implement improvements well.

Staff value parents' and children's comments, which they use to make improvements within the setting, such as providing more information on certain topics. The partnership with parents is very strong and parents speak highly of the setting and staff. Comments include how happy children are, how easy staff are to talk to and the information they receive with regards to their children's development. A wealth of information is provided for parents through an informative noticeboard, newsletters, parents' meetings and informal chats at drop off and pick up times. This helps to make parents feel welcome and involved. Good links with other professionals support continuity in children's learning and development. The setting works closely with the school, for example, staff meet very regularly with the early years teaching staff to discuss good practice, planning systems and ways. This ensures continuity in children's care and learning and they experience a smooth transition to reception.

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	317511
Local authority	Cumbria
Inspection number	868441
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	13
Name of provider	Fellview Pre-School Nursery Group Committee
Date of previous inspection	17/02/2011
Telephone number	01697 478 437

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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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