

William Farr Pre-School

St. Marys Primary School, School Drive, Welton, LINCOLN, Lincolnshire, LN2 3LA

Inspection date	08/01/2014
Previous inspection date	09/02/2011

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		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

- Effective routines for nappy changing and accessing the school toilet facilities promote children's developing ability to support their own hygiene and self-care skills.
- Children have consistent access to drinking water, which ensures that they do not become dehydrated.
- The setting values strong partnerships with parents and other professionals and ensures that support is available for parents who may have concerns about their child.
- Strong attachments formed with staff ensure that children are confident, secure and emotionally ready to learn.
- Staff demonstrate good teaching skills as they sensitively interact with children's own play and extend their thinking with open-ended questions. All children, including those with special educational needs and/or disabilities, make good progress.

It is not yet good because

- The registered provider has not fully met the requirements of the Early Years Foundation Stage with regard to keeping the required records of suitability checks and the accurate recording of the times of children's attendance.
- Opportunities to support children who speak English as an additional language are not always used to maximum effect.

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 viewed samples of documentation, including suitability checks on staff, registers of children's attendance and the nappy changing log.
- The inspector and registered provider carried out a joint observation of teaching practice and discussed their findings.
- The inspector interacted with the children and staff team throughout the inspection.
- The inspector kept the registered provider informed throughout the inspection with feedback and discussion.

Inspector

Elisabeth Wright

Full report

Information about the setting

William Farr Pre-School was re-registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a demountable within the grounds of St Mary's School in Welton, Lincolnshire and is privately managed. The setting serves the local area and is accessible to all children. It operates from one playroom, with use of facilities within the school. In addition to an enclosed area available for outdoor play, the setting has use of the school grounds.

The setting employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications, seven at level 3 and one at level 2. Sessions are from 9am to 3.30pm Monday to Wednesday and 9am to 12noon Thursday and Friday, during term times. Children attend for a variety of sessions. There are currently 42 children attending who are in the early years age group. The setting 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the required recording of suitability checks is implemented and this information is available for inspection
- ensure daily registers are accurate by recording the children's actual hours of attendance.

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

- enhance the communication skills of children who speak English as an additional language by increasing the range of home words displayed and used by staff during play.

Inspection judgements

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

Children are motivated and engage in purposeful play throughout the day. Consequently, they make good progress in their learning and development. Staff demonstrate effective

teaching skills as they sensitively engage with children's own interests in order to extend their thinking. For example, when a child uses flour to make an 'ice-cream' a member of staff joins in by asking what flavour is it and whether they have any sprinkles to put on it. They then explore the flour to find glitter to represent the sprinkles. Activities are planned well and used to good advantage to cover a wide range of learning opportunities. For example, children begin to understand their inclusion in the local community as they visit the church to familiarise themselves with the building prior to a planned Christingle service. They learn about technology and literacy as they use the photographs of the visit to make a book about the event. Staff create a positive atmosphere, where children are willing to try things for themselves and explore possibilities. Children develop strong independence and confidence and a good attitude to learning as they persist with problems and try to find their own solutions. This prepares them well for their future move to school. As a child finds the tractor they are riding gets stuck on a hill in the garden, they try out a number of options with a member of staff's support until they successfully reverses it back to the path. Children begin to understand the purpose of written letters and words. Older children copy the letters of their names onto pictures and one child carefully looks at all the labels on the drawers to find the one with their name on it. Children's developing use of numbers is extended when a member of staff encourages them to think about simple addition and subtraction as they find the correct number of objects. Staff adapt this activity for more able children by asking how many objects they have of each colour, which teaches them to categorise groups and add these groups together to make the whole number.

Staff develop a clear understanding of each of their key children's individual needs, interests and learning styles. They begin to build this knowledge through discussion with parents when the child first starts. Frequent observations of each child and accurate assessment of their abilities, enable staff to plan and adapt their teaching effectively to meet each child's individual needs. Summaries of children's progress are made at regular intervals. These provide staff, parents and other professionals with a shared understanding of children's progress. Any gaps in development are quickly identified and prompt action is taken to address these. Children who have special educational needs and/or disabilities make good progress, in line with their starting points, because staff effectively target the areas of development that need more support. The setting has strong links with other professionals locally, which means they can access help and advice readily. Children who speak English as an additional language make good progress in learning English. However, words to support these children in using and developing their home language during play are not displayed, therefore, they are not readily available for staff to use spontaneously.

The setting values the role of parents and is committed to building strong, professional relationships that ensure children benefit from a consistent approach. Parents are able to be fully involved in their child's learning and development through daily communication books and discussions with their key person. These books are also used to share information when a child attends other providers of the Early Years Foundation Stage, which enhances continuity in their learning.

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

Minor weaknesses in recording and maintaining staff suitability checks and children's actual hours of attendance mean that systems to protect their well-being are not robust. Children develop a sound understanding of how to keep themselves safe because staff remind them of risks when they are playing. Children benefit from a dedicated staff team who know them well as individuals. Key persons build strong, secure attachments. Children demonstrate high levels of confidence as they help themselves to resources and approach staff when they need help. For example, children tell staff when they need to go across to the school toilet and are confident that their activity will be kept safe until they return. Established partnership working with the school ensures that children are comfortable and familiar with the environment and emotionally ready for the move to school. Behaviour in the setting is very good. Children are polite when they ask one another for resources. Children develop good communication and language skills, which means they are able to articulate their thoughts and feelings. When a member of staff suggests a child sitting on their own in the home corner might be lonely, they reply 'I'm not lonely, I'm thinking'.

Children's health is promoted well. Drinking water is available throughout the session for children to help themselves. Therefore, they do not become dehydrated and learn to care for their own needs. A snack bar operates within the sessions, which means children's play is not interrupted and they can make their own choices of when they want to eat. Lunch time is a lovely, social occasion, where staff and children relax and talk together. Children learn about healthy eating and food production through the vegetables they plant, care for and harvest from their own allotment plot in the school grounds. They carefully record the progress of their crop, from marking out the ground to enjoying the fruits of their labour at snack time. Good hygiene practices are embedded through established routines and explanations, for example, children spontaneously go to wash their hands before eating, which shows that they know the importance of doing so. Arrangements for using the toilets in the school are known and understood by the children. They make good use of the time this takes when waiting for everyone to finish by chatting together and with staff, turning this into an enjoyable, social occasion. Arrangements for nappy changing are suitable. Children are checked and changed using a changing mat in the lobby, which gives them privacy. Children who are toilet training have prompt use of a potty in the main building, which means they do not have to go across to the school. All nappy changes are logged to ensure parents are fully informed.

Children have choices of indoor and outside play for most of the session, which ensures they benefit from fresh air and active, physical play. The school grounds are available to the setting, which provide children with greater space for free movement and exploration and greater challenge in climbing equipment. Children ride bicycles, swing on suspended balls and explore their stimulating surroundings. They access resources independently, both outside and indoors and make choices in their play.

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

There are minor weaknesses in leadership and management because the registered person is not fully aware of the requirements of the Early Years Foundation Stage. This is with regard to not having the required information on staff suitability checks documented or available for inspection and not keeping an accurate record of children's hours of attendance. The impact on children is minimal because recruitment procedures are sound and checks have been made initially. For example, a new member of staff was not allowed to start work until her checks had been cleared. Staff are aware of their responsibility to inform the registered person of any changes that affect their own suitability. Staff demonstrate a secure understanding of the procedures that need to be followed should they have any child protection concerns. This includes action they would take if they had concerns regarding a colleague's inappropriate behaviour. Children are cared for in a safe environment. Written risk assessments are enhanced by regular checks to identify and minimise hazards to their safety. Equipment and resources are checked to ensure they are clean and in good condition.

The registered provider supports the staff team's ongoing professional development in order to bring about the continuous improvement of the setting. Staff training needs are identified through annual appraisals and their requests for further training are acted upon. The strong emphasis the setting has put on improving teaching and learning has had a significant impact on the quality of the educational programme. Good systems for recording observations and assessments of children's progress are monitored by the registered provider for content and quality. This ensures that assessment and planning covers all areas of development for all children. Weekly team meetings focus on discussion of children's needs and planning for the environment and activities to meet these needs. Informal arrangements for the supervision of staff are effective in this small and established staff team. The registered provider has a hands-on approach, which ensures that she is aware of practice and can take action to build on good practice, or tackle any issues that arise promptly.

Partnerships with parents and other professionals are strong. Parents spoken to have a positive view of the setting. They especially mention the detailed knowledge staff have of their children as being a strong asset of the setting. The communication books are especially effective because parents say they have time to read about their child's day and can make their own comments and contribution.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register).

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	EY295032
Local authority	Lincolnshire
Inspection number	946742
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	42
Name of provider	William Farr Pre-School Ltd
Date of previous inspection	09/02/2011
Telephone number	07759 937556

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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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