

Thursfield Pre-School

Thursfield Pre-School, Chapel Lane, Harriseahead, STOKE-ON-TRENT, Staffordshire, ST7 4JJ

Inspection date	12/12/2013
Previous inspection date	06/05/2011

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

- Teaching is good because all practitioners fully understand how to promote children's learning and have high expectations for their achievements. As a result, children's progress is rapid given their starting points and capabilities.
- The management team empowers staff through their professional development and through supervision, which enhances their skills and knowledge about the learning and development requirements.
- The effective partnerships with parents and other professionals encourages involvement at all levels and across all aspects of children's learning, thereby ensuring positive transitional experiences for children. All staff foster positive attachments with the children in their care, which supports their emotional well-being.

It is not yet good because

- Children's safety and well-being is not given the highest priority through the identification and minimisation of all possible risks and by ensuring all significant events relating to children's safety are promptly reported to Ofsted.
- Children's informed choices are not always fully enhanced during their child-initiated play times.
- Opportunities to further promote children's independence and self-care are not utilised to their full extent, such as pouring their own drinks during snack times.

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 all activities within the learning environment.
- The inspector conducted a joint observation and held meetings with the Early Years Professional and also held discussions with the manager.
- The inspector looked at a range of documentation including risk assessments and safeguarding procedures, staff suitability, qualifications and training, policies and procedures and the provider's self-evaluation documents.
- The inspector took account of the views of parents and their children, spoken to on the day of the inspection.

Inspector

Mary Henderson

Full report

Information about the setting

Thursfield Pre-School was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the pre-school building on the site of Thursfield Primary School in Harriseahead, Stoke-on-Trent and is run by a voluntary management committee. The pre-school provision 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 pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one holds a childcare degree qualification at level 6 and Early Years Professional Status. The pre-school and the provision of an out-of-school club opens Monday to Friday from 8am until 6pm during term time and from 9am until 5pm during school holidays. Children attend for a variety of sessions. There are currently 77 children attending who are in the early years age group. The pre-school provision provides funded early education for three- and four-year-old children. It supports 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:

- implement a clear risk assessment policy and procedure, identifying all risks to children's safety and how the risk will be removed or minimised to keep children safe at all times, ensuring that this includes any visits to the on-site school.

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

- enhance children's self-initiated learning further by extending their informed choice through the use of a range of strategies, such as a pictorial catalogue of the resources on offer, as well as the resources they can see directly
- enhance opportunities further for children to develop their independence, for example, through pouring their own drinks during snack times.

Inspection judgements

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

The quality of teaching within the pre-school is effective because the staff are qualified and undertake training in early years practice. This supports their already good awareness of how children learn through high levels of engagement. The teaching is extended through staff enthusiasm, which enhances all aspects of the learning environment. As a result, children progress well towards the early learning goals. The management and staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage framework. They have high expectations of themselves and all children on roll. As a result, all children progress well given their starting points. The staff provide an interesting and vibrant environment both indoors and outdoors, which enhances children's physical and communication skills alongside their personal, social and emotional skills. For example, good use is made of the environment because children are able to move freely between the indoor and outdoor areas as they wish. Children's physical development is extended and supported outdoors because they enjoy climbing and balancing, riding their tricycles and looking around them for the wild rabbit that visits the garden. The staff extend children's learning further as they take them on nature walks around the school field to collect leaves and other natural resources and talk about the squirrels, birds and insects they see in the natural environment. The staff use open-questions during such times to enhance children's critical thinking skills and further their communication and language development. This contributes to children's learning outcomes across a range of areas of learning and development and promotes their school readiness.

All children show a love of books. For example, younger children like to cuddle up for stories and look on with interest as staff make this fun using books with flaps to lift, to sustain their interest. Older children like to help themselves to books from the low rack, sit with their peers and the staff, and talk about their favourite book characters. This supports children's literacy skills and further enhances their school readiness. All children enjoy their messy play times as they explore home-made corn flour and water mixture called 'gloop'. Here the staff use open questions to encourage children's thinking skills as they squeeze it through their hands and notice cause and effect as they watch it drizzle through their fingers. The staff also encourage children's interest in other activities, such as painting, dough play and sand and water play at various times throughout the week. However, the staff do not ensure all these resources are easily accessible to the children at all times, for example, through the use of pictures or a catalogue showing the full range of activities they can see as well as those they cannot see. All children are encouraged by the staff to explore technology. Younger children like to push buttons, listen and look as they use battery-operated toys suitable for their stage of development. Other older children are supported by the staff as they freely access the computers, exploring various programmes as they find out about numbers, shapes and become more expert with the mouse and keyboards as they play. This supports children's mathematical skills as well as their interest in information and communication technology.

The assessment of children's learning at all ages is effective because the staff have a clear understanding of the importance of observation and assessment of children's skills in order to identify the next steps in their learning. There are effective strategies in place to engage parents in their child's learning and development. For instance, the staff encourage parents to be interested in their child's learning and development through displays of activities and topics they can continue at home. Parents have free access to

their child's learning journal documents at all times and they and the staff keep one another informed of the child's routines and learning both in pre-school and at home. Children with identified needs are supported well through intervention and discussing with parents how best to support the child. Staff caring for toddlers discuss with parents the most suitable time to provide an informative summary of their child's learning and development in time for their health visitor check at age two. During settling-in sessions, parents and their child's key person discuss routines and the child's previous learning so that this and initial observations by the key person ensure securely identified starting points on which to build children's learning and development across all areas.

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

Children enjoy being cared for by staff who provide a warm and welcoming environment. The staff comfort children and are approachable so that children know they can come to them when they need support. Children are beginning to learn about keeping themselves safe as the staff remind them not to run indoors in case they hurt their friends. The staff support children's self-awareness further as they invite visitors to the setting to capture children's interests. This includes visits from the police and the local lollipop lady who talk to the children about road safety and how to keep themselves safe. During outdoor play, as children are physically active, the staff support them with their risk taking as children are encouraged to have a go with the equipment around them, praising their efforts as they achieve and develop their skills. The staff provide rain suits for the children so that they can play actively and be in the fresh air outdoors during all weathers. This further enhances children's healthy lifestyles.

The staff ensure children receive effective care which supports their self-esteem and confidence. Children's artwork and photographs of themselves and their family are displayed by their key person, which gives children a sense of belonging in the pre-school. This builds on children's ability to bond and become attached to their key person. As children become ready to move onto school the staff support them through stories and activities that help them to become resilient during this important transition phase of their life. The communication between the pre-school, other settings and school ensure all parties are working together to ensure that children's needs are identified and met. Children are well behaved, share and take turns with the resources showing empathy for one another as they play. Children are actively involved in tidy-up time, working together to clear away their toys ready for lunch and snack times. The staff support children and encourage them to wash their hands before eating and after visiting the toilet. This supports their independence and self-help skills. However, the children are not encouraged to pour their own drinks in order to further enhance their skills in independence during such times.

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

Leaders and managers are aware of the learning and development requirements of the Early Years Foundation Stage framework. However, their awareness of the safeguarding and welfare requirements of the framework is less effective and does not ensure that

children's safety is given the highest priority. This inspection was brought forward because of concerns relating to safeguarding practice. The provider has failed to meet some of the safeguarding and welfare requirements of the Early Years Foundation Stage framework. The provider has failed to notify Ofsted about a significant event relating to safeguarding practice. Furthermore, the provider has not ensured the implementation of a clear and well-understood risk assessment policy and procedure that identifies all aspects of risk to children's safety and well-being, with particular regard to visiting the on-site school. This is also a breach with regard to the compulsory and voluntary parts of the Childcare Register. The child protection procedures of the pre-school are known by the staff. This, and staff awareness of the whistleblowing procedures with regard to anyone working at or visiting the pre-school, ensures children are protected. The recruitment procedures in place are robust and include ongoing checks of staff suitability to work with children. Records of children's attendance are maintained in line with the requirements of the Early Years Register, but not for the Childcare Register.

The monitoring of the teaching and learning programmes within the pre-school curriculum supports children's learning and development. For example, the quality of teaching by the staff is monitored through observation of practice by the manager and the deputy who holds Early Years Professional Status. This helps to ensure the planning in place is supportive of children's interests and that they are progressing well towards the early learning goals given their starting points. The manager also ensures supervision sessions are held with all staff to identify professional development and any training needs. As a result, the staff are qualified and consistently improve their early years knowledge and understanding over time, thereby benefitting the children's learning and development. For example, training undertaken by the staff on equality of opportunity and diversity ensures the environment and resources reflect positive images of gender, ethnicity, culture and disabilities. This, and children's exploration of cultural festivals, supports children's growing understanding of the world around them and in particular people and communities. The staff have also attended training on supporting children's expressive arts and design. As a result, staff recognise that children need freedom to be creative and find their own ways of expressing themselves as they play. Following any training, the staff share their experiences and improved knowledge with their peers, which enables all staff to benefit from an improved understanding of how children learn through play.

Partnerships with parents and other providers and professionals are effective and ensure that everyone working with the individual child is included. Children with identified needs are supported well through intervention and discussing with parents how best to support the family and child. Parents comment on how children improve socially over time by coming to the pre-school and make friends with other children and the staff caring for them. They also comment on the flexibility of the staff which is an important factor in managing the balance between work and their family life. There is a range of information provided to parents to keep them informed and up to date about the pre-school and their child's progress over time. There are displays, newsletters and access to all policies and procedures for the running of the pre-school. The self-evaluation processes in place include the management, staff, parents and their children. Areas for continuous improvement to benefit the children's learning and development are identified. However, such procedures are not always effective because the management have failed to identify all possible risks to children's safety and well-being through robust risk assessments.

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:

- undertake a risk assessment of the premises and equipment at least once a year, and immediately, where the need for an assessment arises (compulsory part of the Childcare Register)
- keep records of the following and retain them for a period of two years: 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)
- undertake a risk assessment of the premises and equipment at least once a year, and immediately, where the need for an assessment arises (voluntary part of the Childcare Register)
- keep records of the following and retain them for a period of two years: 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	218157
Local authority	Staffordshire
Inspection number	946712
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	77
Name of provider	Thursfield Pre-School Committee
Date of previous inspection	06/05/2011
Telephone number	07816 532173

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

