

South Wootton Pre School

Village Hall, 22 Church Lane, South Wootton, Kings Lynn, Norfolk, PE30 3LJ

Inspection date

17/01/2014

Previous inspection date

21/10/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 play in a welcoming, safe environment where toys and resources are easily accessible. This means that children make good progress in their learning and development through effective teaching.
- Staff deploy themselves very well around the setting, making sure they are able to support and guide children in their play.
- Staff form strong partnerships with parents and these contribute positively to children's ongoing development and welfare.
- Children are safeguarded well. This is due to robust recruitment and vetting procedures. As a result, staff have a comprehensive understanding of their roles and responsibilities in protecting children in their care.
- The committee, manager and staff show a strong commitment to the pre-school provision and plans for continuous improvement are well-targeted.

It is not yet outstanding because

- Staff do not always provide opportunities for children to develop their social learning at snack times.
- Routine group times do not always take account of children's ages or levels of understanding to ensure their interest is maintained.

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 inside and outside learning environments.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the committee chairperson and manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of all staff 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

Jacqui Oliver

Full report

Information about the setting

South Wootton Pre School has been operating for over 30 years and re-registered in 2007. It operates from one room in the local village hall situated in South Wootton, Kings Lynn. The pre-school serves the local area and has strong links with the school. The pre-school opens five days a week during term time. Sessions are from 8.30am until 2.30pm on Monday, Tuesday and Friday. On Wednesday and Thursday it is open from 8.30am until 11.30am. Children can attend for a variety of sessions. The pre-school is accessible to all children and there is an enclosed area available for outdoor play.

There are currently 55 children in the early years age range on roll. The pre-school receives funding for the provision of free early education for three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities and children for whom English is an additional language.

There are currently eight staff working directly with the children. Of these, three hold appropriate early years qualification at level 3 and three at level 2. Two staff are working towards a qualification at level 2. The pre-school receives support from the local authority. The pre-school is registered on the Early Years Register.

What the setting needs to do to improve further

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

- maximise all opportunities for children to develop their social learning and language skills at snack times, for example, by encouraging staff to sit with children
- review adult-led activities, such as large group times, to ensure that all children are engaged and stimulated.

Inspection judgements

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

Children are happy and settled at the pre-school. They are provided with a wide variety of interesting and challenging learning opportunities and staff get to know them and their families well. Teaching is good as staff have a secure understanding of the learning and development requirements and how children learn. They are enthusiastic in their approach and make the activities they provide fun. Parents are encouraged to share information about their children in an 'All about me' booklet and through discussions with the key person. This helps to identify children's initial starting points and any additional support they may need when they start attending the pre-school. Staff effectively observe, assess and plan activities and play opportunities match the interests and developmental needs of

children. This enables them to make good progress based on their starting points. Staff record observations of children's learning in their 'special book', which enables their progress to be monitored. Key persons then provide a summative assessment at the end of each term linking the observations to the areas of learning. This system of monitoring also provides information for the parents for their child's 'progress check at age two'. Consequently, good procedures are in place to track each child's level of progress and share information with parents.

Children are keen and active learners. They are provided with a good selection of activities, where they can take the lead in their own play and choose from a variety of resources. Staff deploy themselves effectively and as a result, children's care and learning needs are met significantly well. However, staff do not always take account of children's ages or levels of understanding during whole group activities to ensure they all remain interested and engaged. The communication and language skills of all children, including those learning English as an additional language or who have special educational needs and/or disabilities, are promoted well. Staff are skilful in their interactions with children, making story and singing times fun. Children are encouraged to be independent learners, who are willing to have a go at activities. They concentrate well and choose their own way of doing things, which are all characteristics of effective learning. Children's learning is enhanced by a range of visitors to the setting, including the fire brigade. They enjoyed exploring the fire engine and equipment and had great fun spraying water from the hoses. They often visit the local school, post office, duck pond and farm. These activities help children to develop a sense of their local community and the people who help them. Children learn about other cultures and ways of life through discussion and activities to celebrate significant events. For example, they make Easter bonnets, take part in the Christmas nativity play and enjoy many activities inspired by the Chinese New Year. Computers and other technical resources, such as, programmable toys, cameras and voice recorders, enable children to develop a good understanding of information and communication technology.

Staff have high expectations for all children. Children's learning is monitored to ensure they have the skills needed for the next stage in their learning. For example, they learn to sit quietly, take turns and listen to stories. Language and early reading skills are developed well. Group activities involve listening to and identifying different sounds to help children recognise letter sounds. Staff regularly share books with children, following repeated phrases and identifying some initial letter sounds. The inviting book area encourages children to learn about the enjoyment of looking at books. Children have access to resources to encourage early mark making and pre-writing skills. They develop an understanding of mathematics through play activities and during daily routines, where they enjoy taking turns to count how many children are present that day. Children are regularly taken on visits to the local school to familiarise themselves with the teachers and premises and help them to build attachments before they start. Parents are kept well-informed of their child's development to ensure they are able to be involved in their learning. Regular newsletters and noticeboards inform parents of the activities that are on offer at the pre-school. This enables them to consolidate and continue their learning at home.

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

Children enjoy their time at the pre-school and form very good relationships with staff. Children enjoy cuddles and support from their key person and engage in purposeful activities together. This promotes their self-esteem and emotional well-being. The key person takes responsibility for liaising with their parents, meeting their personal care needs and planning the next steps in their learning. Staff encourage children's good behaviour, confidence and self-esteem by praising them and recognising their achievements. The manager and staff are very good role models; they are calm and speak clearly to children so they know what is expected of them. As a result, children play cooperatively with each other, take turns, share resources and negotiate and solve problems during their play. The large hall is very welcoming with a range of age-appropriate and interesting resources set out so that they can find their favourites. Children take part in a range of social and play activities that extend their skills and build their confidence. For example, they enjoy making pizza faces where they use different utensils to roll, flatten and spread the ingredients. They talk about feelings, using books, charts and games where they guess how each other are feeling. They are supported well with practical skills, for example, putting on their coats and wellington boots to go outside. This not only builds children's independence but helps their self-confidence and ability to keep trying, which prepares them well for the next stages in their learning.

Children are learning independence and self-care skills and staff encourage them to develop an understanding about keeping healthy. For example, they know that it is important to wash their hands after playing in the garden and before eating. Children enjoy activities to help them with this, such as exploring different kinds of soap where they have great fun making soap bubbles with their hands. Following a discussion with a parent about their child's reluctance to clean their teeth, a dental nurse visits the pre-school to talk to children about dental hygiene. Staff encourage children to develop an understanding of healthy eating by offering a selection of healthy and nutritious foods at snack time. However, children's social learning is not always promoted as well during snack times as staff do not routinely sit with children and encourage their conversations, such as about healthy eating. Children have daily opportunities to access fresh air and exercise in the large pre-school garden. This helps them to develop their good health and well-being. They are encouraged to develop their physical skills, such as riding on the many wheeled toys, climbing and balancing and crawling through the tunnels.

Children are supported to keep themselves safe through everyday routines and activities. For example, they learn about road safety from the road safety officer and when they go for walks in the village. Staff encourage children to behave considerately towards others. Children's independence is promoted with the environment organised to encourage them to make independent choices. Staff carry out daily risk assessments of the inside and outside environment and resources to help ensure children's ongoing safety. The regular fire evacuation drills enable children to learn how to protect themselves in the event of an emergency. All staff hold paediatric first aid qualifications, which means any accidents occurring can be treated effectively to ensure the well-being of children. Staff record accidents and administration of medication and parents are informed. Food allergies or

dietary requirements are managed to ensure children's safety.

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

The committee chairperson, manager and staff demonstrate a very good understanding of their responsibilities in meeting both the learning and development requirements and the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. They have a strong commitment to ensuring the safety of children. Recent training about child protection has resulted in staff having good knowledge of the action to take should they have concerns about a child. All required child record forms and documentation are in place and easily accessible to support children's well-being and maintain confidentiality. The manager ensures that staff complete all regulatory paperwork appropriately, such as attendance records and accident and medication books. There are robust procedures in place with regards to staff recruitment, induction and vetting, which includes checking the suitability of staff. All visitors are required to show identification and sign in and out of the visitor's book to ensure there is an accurate record of everyone visiting the pre-school. The premises are safe, secure and well-maintained and suitable precautions are in place for the collection of children. This shows that the pre-school gives the safeguarding and welfare of children a high priority.

The well-qualified staff work closely together forming a very effective team and they are all committed to providing good quality provision for all children. The manager monitors the planning and assessment to make sure staff are consistent and have an accurate understanding of all children's skills, abilities and progress. Staff have a good awareness of meeting the needs of specific groups of children, such as those with special educational needs and/or disabilities. This enables all children to make consistently good progress in relation to their starting points. Staff performance and professional development is well supported through regular appraisals and supervision meetings. Staff are encouraged to gain further professional qualifications, which has a positive impact on the children's learning and development. The manager and staff successfully identify their strengths and areas for development through effective self-evaluation. There is a strong commitment to improve the pre-school provision and a detailed self-evaluation form has been completed. It uses the views of parents and children to reflect on the learning and development opportunities provided. This helps the manager to plan effectively to move the pre-school forward and improve the quality of the provision. An action plan is in place to ensure continuous improvement. The pre-school is currently undergoing improvements outside to offer further learning opportunities and experiences for children across all areas of learning. This means that there is a very positive drive to enhance the pre-school facilities. Furthermore, the recommendation raised at the last inspection has been addressed and this has also had a very positive impact on the provision for children.

The pre-school works very well with parents, developing strong links and effective partnership working. Children benefit from observing the friendly interaction between staff and their parents. This helps them to develop confidence and to settle easily. Parents are informed about the setting through a range of written and verbal communications with

staff. Large display boards in the entrance hall contain information about the pre-school, so that parents are kept informed of the activities offered each day. This helps to involve them in their child's learning and promotes consistency of care. All families are given a very informative welcome pack and newsletters are distributed each half term to inform parents of the activities planned for their children. There is a very well-presented website with lots of useful information about the pre-school. Staff have created an open-door policy and parents are welcome to speak to them and look at their children's 'special books' at any time. Parents are encouraged to contribute to these and share events that happen at home. Parents spoken to at the time of the inspection are very happy with the care and education their children receive. They say their children thoroughly enjoy themselves at the pre-school and that they are kept regularly informed of their child's learning and development. They speak very highly of the commitment of staff in planning and setting up the many activities each day in the large hall. Effective relationships with other professionals and external agencies are established, so that children's needs are supported and help them to make good progress.

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	EY349664
Local authority	Norfolk
Inspection number	946825
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	55
Name of provider	South Wootton Pre School Committee
Date of previous inspection	21/10/2011
Telephone number	07780516608

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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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