

Acle Pre-School

Fletcher Room, Fletcher Way, Acle, Norwich, Norfolk, NR13 3RQ

Inspection date	22/01/2014
Previous inspection date	17/06/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 good as staff understand how children learn. Staff undertake thorough observations, which are reflected in the planning, to meet the unique needs of every child. This ensures that each child makes good progress in their learning and development from their starting point.
- Children feel safe and secure in their relationships with staff, which supports their emotional well-being. Staff are vigilant, minimising any potential risks to children and help children learn to manage their own safety.
- The indoor and outdoor child-focused learning environments provide imaginative and stimulating activities that engage children and capture their interest. This encourages children to become confident, motivated in their play and inquisitive learners.
- Children's health and well-being is effectively supported, as staff ensure children learn good personal care routines, develop an awareness of healthy eating and outdoor play is freely available each day.

It is not yet outstanding because

- Occasionally, staff intervene and help children with tasks, before allowing sufficient time for them to try themselves and therefore, become more independent.
- There is scope to further partnerships with parents, in order to help and support parents to be fully involved in their children's learning in the setting and at home.

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 playroom and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager and chairperson of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day and from information included in the setting's own parent survey.

Inspector

Lindsey Cullum

Full report

Information about the setting

Acle Pre-school opened in the current premises in 2002 and is committee run. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school operates from a purpose built unit, known as the Fletcher Room, which is located adjacent to Acle St. Edmund Voluntary Controlled Primary School. There is access to an enclosed area for outdoor play. The pre-school serves children and families from the local and surrounding areas.

The pre-school is open Monday to Friday, during school term times only. Sessions run each weekday, from 9.15am to 3.15pm. Children attend for a variety of sessions. There are currently 54 children attending, who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. One member of staff holds a qualification at level 2 and is currently training to achieve a level 3.

What the setting needs to do to improve further

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

- shape teaching and learning experiences, by increasing the emphasis of adult interaction on promoting children's independence further, so that children are enabled to try things for themselves and become more willing to have a go

- consider further ways of encouraging and supporting all parents to become fully involved in their children's learning and development, enabling them to actively support learning at home.

Inspection judgements

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

Children make good progress in this setting because staff show a good understanding of and implement various teaching methods that engage children's interest. Children are welcomed into a friendly and warm environment where they show that they feel safe and secure. Staff successfully plan and provide rich experiences and activities both indoors and outside, which encompass all areas of children's learning. Consequently, children are motivated and eager to learn. Children join in activities with enthusiasm and clearly enjoy

their time in the setting. Information gathered by the key person provides a good base for establishing children's starting points in their learning. This enables staff to plan for individual progress from children's earliest days in the pre-school. As a result, children settle quickly because staff understand their needs well and meet them consistently. Children with special educational needs and/or disabilities are supported effectively, enabling them to make good progress during their time in the pre-school. Staff liaise closely with parents and other professionals involved in children's care and learning to ensure that children receive the correct levels of intervention and support. Staff make good use of observations to identify individual children's future learning needs in all required areas of learning. Each child has an 'All about me' folder that includes photographs, observations and comments about their achievements, which are used to identify achievable next steps in learning. These records highlight the good progress that all children are making. Staff plan activities and experiences together as a team, taking into consideration children's interests. For example, after observing children pretending to pack for a holiday by adapting role play resources, staff created travel themed activities. This included making planes and cars from boxes, providing travel brochures to look through or use for their creative activities and developing a sea themed interest table. Consequently, children's understanding of the world in which they live is actively promoted in a fun way. Staff generally make the most of spontaneous learning opportunities as they arise during activities. However, on a few occasions, staff are quick to intervene and help children, particularly with self-care tasks or when attempting a new skill. Therefore, children are not always encouraged to try and have a go themselves with staff ready to provide needed support if necessary. Parents contribute to initial assessments and are kept well-informed about their children's progress in the pre-school, through ongoing daily discussions and planned parents evenings. However, there is scope to further this good practice and strengthen approaches used to engage and support all parents with their children's learning in the pre-school and at home.

Children successfully develop their spoken language as staff interact sensitively with children at their level, asking meaningful questions to skilfully challenge and extend their learning. Staff move around different areas joining in children's play, talking to them clearly and extending their vocabularies as they comment on what children are doing. Staff show children how to pronounce some sounds and words by responding and repeating what children say in the correct way. They listen intently to what children say, particularly their ideas, ensuring children feel valued and boosting their self-esteem and confidence. Children are attentive during story time, joining in with familiar favourites and predicting what happens next. This establishes children's interest in reading for pleasure and purpose. Children select books from the literacy area and are eager to share a book with staff or with their friends. Children use different tools for making marks to practise early writing skills. Staff skilfully extend children's learning as they introduce simple mathematical concepts of shape and size. For example, while exploring items on the interest table, staff encourage children to talk about big and small items, as well as explore different textures and shapes. Staff clearly understand the need to support children's learning in the prime areas and concentrate on this, particularly with younger children. As they grow older, the specific areas are woven through, ensuring that when children leave to begin formal schooling they are well-prepared for the next stage in their learning.

Staff make good use of the outdoors to promote children's learning. Children choose when they would like to play outdoors and excitedly dress themselves in waterproof trousers and boots during wet weather, so that they can jump in puddles. They benefit from a range of physical play equipment, including wheeled toys. Children utilise a low tree branch to swing on, beginning to experience the feel of their own body-weight. They climb on and over large tyres and run up the grassy hill to go down the slide, developing their physical skills and coordination. Children recall different planting and growing activities in the pre-school vegetable patch. They learn how to tend different fruit and vegetables, which are harvested and used as part of their snacks. They dig with small tools in the digging area and explore scented plants and herbs in the sensory garden. Consequently, children are learning about the natural world and where their food comes from.

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

Children play a full and active role in their learning in this warm and welcoming environment. Caring staff welcome children and their families into the pre-school. Children self-register and quickly settle to an activity of their choice. They share a group time shortly after arrival, where everyone is welcomed as they sing a 'hello' song. Staff and any visitors are included in the welcome, so that children get to know each other and those who are caring for them. Photographs of children alongside their identified key person and pictures that children bring in from home are displayed, ensuring that children experience a strong sense of belonging. The effective key person system supports children to feel valued and children confidently seek assistance or reassurance from their special person if needed. Staff gather good information from parents about their children's care needs before starting. Care plans are developed, which clearly identify any specific needs so these can be provided in the pre-school. Arrangements to help children settle into the setting and build secure emotional attachments with their carer are effective. Induction visits by all new children and parents ensure that key persons become knowledgeable about the individual children in their care. Staff are alert to the feelings and moods of children and offer sensitive support. For example, if children appear to be 'not quite themselves' they contact parents to discuss what action should be taken. Transitions into school are supported well by staff, who build close links with the reception class teachers from the local school. Staff and children are invited to take part in some of the school activities throughout the year and planned visits take place for older children. This successful partnership working helps children to make associations about their move to big school.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Staff prepare nutritious snacks and children's individual dietary needs are met. Mealtimes are sociable occasions when staff encourage children to learn independence skills by serving themselves, pouring their own drinks and clearing away after they have eaten. Children are encouraged to manage their own personal needs. They choose when to have their snack and independently wash their hands before seating themselves at the table. Children understand the need for good personal hygiene and are able to explain to others that dirty hands will make their tummies hurt. Outdoor play is offered each day and provides good opportunities for

physical activity and exercise. Sometimes this is restricted to the concreted area due to concerns for children's safety, such as the potential for slipping when the sloped grass area is wet. These safety measures are explained to children so they learn to recognise hazards for themselves. Furthermore, children learn how to use tools and equipment properly, such as scissors or spades, as staff explain how they might harm themselves or another child if not used correctly.

Children are confident, play very well together and are well behaved, demonstrating their understanding of the clear boundaries and high expectations of staff. They are kind, offering to share and take turns with resources with little or no prompting. Staff act as positive role models, speaking kindly to children and gently reminding them to say 'please' and 'thank you' when appropriate. Regular praise and encouragement from staff, helps to develop children's self-esteem and sense of achievement. Older children are establishing clear friendships and enjoy playing together. They are willing to take on responsibility, for example, helping to tidy away or prepare for circle-times. The setting is inclusive and children learn to respect and celebrate each other's differences. As a result, children enjoy their time in the pre-school and learn good skills that support their future learning.

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

This inspection was brought forward by Ofsted following an expression of concern around staff practice within the pre-school. The inspection found that the management team of the pre-school were already aware of the concerns, had carried out their own thorough investigation and taken appropriate action to further improve specific aspects of practice in the setting. These included reflecting on their procedures and practice when managing any complaints received, so these are handled with greater sensitivity. Also, they are improving staff practice further, through the use of peer observations monitoring the interaction between staff, children and parents. As a result, Ofsted is satisfied that the pre-school is meeting the requirements of the Early Years Foundation Stage and that the needs of all children who attend are being effectively met. Staff have a good understanding of safeguarding procedures. They know how to identify and report concerns they may have about children in their care. Effective policies and procedures support their work and means that children are as safe as possible when at the pre-school. Recruitment procedures are good and together with background checks, performance management procedures and team meetings, means that staff remain suitable for their roles. On occasions, the pre-school makes use of parent helpers to increase the adult to child ratio. Clear guidance is provided to any person helping in the setting as to their role and all helpers are closely supervised. Any regular volunteers are suitably vetted, are assigned a mentor and given a full induction, so they are aware of the pre-school procedures and practices. This ensures children are safeguarded. A thorough system of risk assessment provides children and staff with a safe and secure environment within which to play and work.

Staff hold relevant childcare qualifications and are experienced. They attend further training to improve their skills and knowledge, which means that they have a secure

understanding of how children learn and children benefit from current childcare practice. Therefore, the quality of teaching within the pre-school is good and children are offered a broad range of challenging and interesting activities that help them to make good progress towards the early learning goals. Planning and assessment is regularly monitored to ensure there is a consistently high quality approach. Records provide an accurate picture of the progress children have made against their starting points, showing their skills, abilities and any areas for development. Where children need additional support or input, individualised plans are formed to ensure that appropriate support is provided. The pre-school works in close partnership with other professionals and organisations involved in the care and well-being of children. Regular communication and sharing of information assures continuity in care for children and supports their families. There are also good links with other early years settings and local primary school. This enables staff to complement and extend children's learning and encourage a smooth transition when children move on to school.

The setting is run by a parent committee, which means that parents can be active in key decision making. Furthermore, the views of parents are regularly sought, for example, through questionnaires. The management team value the feedback received in these questionnaires and use parents views when planning improvements. For example, placing the photographs of all staff and volunteers in the entrance area so they are easily identifiable and improving settling arrangements through more planned visits for children and their families. Parents spoken to on the day of the inspection where complimentary about the pre-school provision, commenting on the friendly staff, how happy their children were in the pre-school and the progress they could see that their children were making. The management team are reflective and evaluate practice in the pre-school. There is a clear action plan in place with set objectives, which will continue to bring about further improvements to the provision.

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	EY136364
Local authority	Norfolk
Inspection number	949198
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	54
Name of provider	Acle Pre-School Committee
Date of previous inspection	17/06/2010
Telephone number	01493752155

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Type of provision

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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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