

# Donington On Bain Pre School

DONINGTON ON BAIN PRIMARY SCHOOL, Main Road, Louth, LN11 9TJ

## Inspection date

07/03/2014

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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 actively engage in purposeful learning experiences, which are planned around their development needs and interests. Parents' contribute to their children's ongoing learning and development by sharing information and bringing resources from home. This enables all children to achieve their potential.
- Staff deployment and supervision of children ensures they are safe.
- Safeguarding training, policies and procedures are followed vigilantly and any risks are minimised effectively, which means that children are protected from harm.
- The manager leads her team well by regularly monitoring the educational programmes and through effective procedures for performance management and opportunities for staff training. A pro-active voluntary committee supports her in this, which contributes significantly to the quality of the experiences staff provide for children.

### It is not yet outstanding because

- There is scope to develop snack and mealtime opportunities to ensure that children's independence is further promoted and that they have sufficient time to bring their chosen activities to a natural close or to return to them later.
- There is scope to develop the existing skills of staff in using open-ended questions consistently to enhance and extend children's learning and development experiences.

## 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 classroom and outside areas used by the children. A tour of the premises was completed.

■ The inspector spoke with the supervisor, staff, children, parents and committee members at appropriate times throughout the inspection.

■ The inspector looked at relevant documentation, including staff files, records, policies and procedures relating to children's safety and observation and assessment records.

## Inspector

Ann Hume

## Full report

### Information about the setting

Donington on Bain Pre School was registered in 2013 on the Early Years Register. It operates from a classroom within the primary school, located in Donington on Bain, near Louth. The pre-school is committee run and children have access to an enclosed outside play space and a separate woodland garden. It serves the local area and is accessible to all children.

The pre-school employs four members of childcare staff. Of these, the manager holds a Foundation Degree in Early Years and three staff hold appropriate early years qualifications at level 3.

The pre-school opens Monday to Friday, from 9.15am to 3.15pm, term time only. Children attend for a variety of sessions. There are currently 21 children attending who are within the early years age range. The pre-school provides funded early education for two- three- and four-year-old children and supports children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- enhance snack and mealtime experiences to further promote children's independence. Ensure children's play is not interrupted and engagement in their chosen activity broken, in order to give children time to become highly engaged in activities of their choice and to consolidate their learning
- build on the already good practice of staff with regard to using every opportunity to enhance and extend children's learning and understanding through the consistent use of open-ended questions that support children's learning and development experiences.

## Inspection judgements

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

Children are happy and contented in this friendly, welcoming pre-school. Staff provide a wide variety of interesting and challenging activities and experiences to promote their learning and development. They provide free choices in the activities children take part in, to enable them to develop their play and support their varying interests effectively. Staff take account of the differing needs of children to ensure inclusion is integral to what is provided, enabling all children to engage. The pre-school supports children with special

educational needs and/or disabilities and works in partnership with parents and other professionals to provide targeted support to ensure all children make good progress in their learning and development. Staff understand the children's learning requirements because they find out about their likes, dislikes and capabilities from their parents. Starting points are identified through the settling in processes and this is supported by an effective key person system. Children can also be allocated a 'peer buddy' when they start at the pre-school to help them settle more effectively. As a result, children settle quickly and are provided with activities and experiences that engage and interest them from the start. Staff complete termly summaries to monitor children's progress, this includes a progress check at age two years. These are shared with parents and health visitors and identify individual children's stages of development, particularly in the prime areas of learning. They highlight any areas of concern or particular areas of strength, enabling staff to provide appropriate support.

Thorough observation and assessment identifies children's interests and supports their next steps in learning, ensuring that they make good progress in all seven areas of learning. Mathematics is incorporated into everyday events. For example, three children in the outdoor quad area use the stepping stones, supported by a staff member, to help them balance. As they step on each one they count up to six and when they fall off, they start from the beginning and discuss which number they reached last time. Positional language is also encouraged when a member of staff discusses where a box, that a child in the 'bear den' is looking for, has been put, 'is it behind, is it underneath and is it on top?' She encourages the child to repeat the words and helps her to find the box. However, staff do not always use open-ended questions effectively and sometimes do not give children enough time to respond before asking another question. Literacy skills are supported within the pre-school. For example, children are encouraged to make marks in the 'mud kitchen' area. They use paint brushes, water and mud to make marks on surfaces in the outdoor area and are encouraged to try to write letters from their name when completing a painting or drawing. As a result, children have the necessary skills needed for their next stage in learning. Staff use lots of positive praise and encouragement to reinforce children's learning and development. As a result, children's behaviour is good and they show respect for the resources and environment.

Children have free-flow access to the outdoor area throughout the day, including a 'woodland' garden area. Parents are given regular opportunities to contribute to their children's learning and development and are pro-active in doing so. For example, children have made a 'Bug Hotel' and some children have brought sticks and twigs from home to help build it. Children and parents are encouraged to find a name for the hotel, with lots of options discussed, such as 'hotel bed bug, pet wood and the bug b&b'. This promotes children's understanding of the world around them and provides effective opportunities to develop home links.

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

Transitions are managed effectively. For example, the pre-school have recently moved premises and information provided by parents, staff and children shows that this was well managed and had little impact on the children. The transition is described as seamless and

smooth. Staff have positive relationships with the link school and have reciprocal visits throughout the year, with more focussed visits in the summer term to help prepare children who are moving into the school in September. Children's self-care skills are encouraged as they put on their own coats for outdoor play and their personal care needs are met when they automatically wash their hands after toileting and messy activities without any prompts. Some children help others to fasten zips. However, opportunities to further promote independence are missed at snack and mealtimes when staff pour drinks and set out tables and meals and children's play is interrupted due to set routines. This does not always give children the time to bring activities to a natural close or return to them later.

Children's good health is promoted well and they have lots of opportunities for outdoor play and activities, ensuring they get plenty of fresh air. Children are encouraged to share and take turns. This is evident when a child is observed watching the sand timer, which indicates when it is time to change over on the ride on toys. The child takes the timer to a staff member and prompts the changeover, enabling them to take their turn. All children respond positively to this system and behave well. Children show a good sense of awareness of safety due to effective support from staff and this is supported by comprehensive risk assessments. There are strong community links and children take regular walks around the village. Photographs in the scrap book depict the children visiting a farmer on his tractor in a field and an elderly lady tending her garden. This promotes a sense of belonging.

Staff organise resources and deploy themselves effectively to support all children in the pre-school. Children move around freely, making choices about where they want to play. They are observed to transport resources from place to place and this is supported sensitively by staff. For example, children want more water in the 'water island' for the gnomes to swim. They transport water from the sink inside the building in a variety of vessels, they walk through the pre-school and pour it into the 'water island'. They repeat this until they have enough water to let the gnomes swim. Staff are aware of the activity and allow the children to carry out the task, observing from a distance. Children have a real sense of achievement on completion of the task. They are also observed during a painting activity. Two children paint their hands, they discuss colour blending and the fact purple and white make the paint grey; white and red make it pink; and red and yellow make it orange. A staff member at the activity encourages the children to discuss colours. One child then slips and puts paint on their nose, much to the amusement of the other child and the staff member. This encourages the child to do it again and the other child tells them, they look like a cat. The child goes to the mirror in the role play area to look at their face and lets out a shriek and bursts into giggles, which is reflected by the other child and staff member. Well-being is supported effectively within the pre-school.

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

Systems for safeguarding children are good. Staff have a good understanding of their roles and responsibilities and have received training to enable them to ensure children in their care are safe. Recruitment and performance management within the pre-school is

good and the supervisor and committee work effectively to ensure all policies and procedures are implemented fully. Staff hold current paediatric first aid certificates and accident, incident and medication records are completed with witnesses and parents signatures evident. No adult has unsupervised access to the children without suitable Disclosure and Barring Service checks taking place. The building is secure and no unauthorised access is possible.

The supervisor completes regular safeguarding and welfare audits. Also, all staff complete zone observations to ensure the environment and resources enable children to make progress in their learning and development and keep children safe. The supervisor monitors the educational programmes and discusses this with staff through regular supervision and meetings. She is a good role model and leads the staff effectively. A good range of activities and experiences ensure that children's needs and interests are met to help them to make good progress towards the early learning goals.

The committee take responsibility for staff appraisal and communicate daily with staff in the pre-school. Daily safety checks are made and regular fire drills are practised with the children, so that they know what to do in an emergency. All documentation is organised, regularly reviewed and updated to reflect revised legislation and best practice. This ensures children's well-being and safety is effectively promoted. All staff hold a relevant early years qualification and the supervisor has completed her foundation degree. Staff have a good understanding of the Early Years Foundation Stage, as a result, children thrive in an inviting and stimulating environment.

Effective partnership working with external agencies ensures children receive support and interventions to meet their individual needs. Effective partnerships with parents and other providers supports children through transitions and ensures they receive continuity of care and education. A parent discussed that she had increased the days her child attends because they enjoy coming so much, other parents discussed how happy they and their children are at the pre-school and the progress their children are making in their learning and development.

## 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

<b>Unique reference number</b>	EY466380
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	934806
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	23
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Donington on Bain Pre-School
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01507343240

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

