

# Thorner Pre-School & Toddler Group

Thorner C of E Primary School, Kirkhills, Thorner, LEEDS, LS14 3JD

<b>Inspection date</b>	03/03/2014
Previous inspection date	15/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children are happy and relaxed within this warm and welcoming pre-school. They enjoy a wide range of exciting and stimulating activities, both indoors and outside, which engage and captivate them.
- Teaching skills are good and in some cases outstanding. Staff encourage children to explore a rich range of resources and support learning well. As a result, children make good progress.
- Partnerships with parents are strong. Staff value parent's contributions and encourage further learning to take place at home. Consequently, children benefit from a collaborative approach to their learning.
- Children are safeguarded well and their ongoing safety is given a high priority. This ensures that children are safe and protected from harm.

### It is not yet outstanding because

- Children's decisions regarding what they want to do are not always fully supported due to the structure and planning of some organised activities within the daily routine.
- The manager and staff do not consistently carry out specific observations of each other's practice to maximise the interaction between staff and children and further enhance the very good quality of teaching.

## 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 spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector observed activities and routines in the playroom, the out of school room and the outdoor play areas.
- The inspector checked evidence of suitability and qualifications of staff working with children and the setting's improvement plans.
- The inspector looked at a sample of documentation, including children's learning profiles, risk assessments, policies and activity planning.

## Inspector

Lindsay Dobson

## Full report

### Information about the setting

Thorner Pre-School was opened in 1999 and moved to its current site within Thorner Church of England School in 2008. The Pre-School is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a registered charity and operates from a dedicated building in the school grounds.

There is a main play room, associated facilities and enclosed outdoor play areas. The Pre-School serves the local and surrounding areas and opens five days a week from 8.45am until 3.10pm during term-time only. There is also wrap-around care provided with the onsite out of school club. Children attend for a variety of sessions. There are currently 26 children on roll, all of which are in early years age range. There are five members of staff working directly with children, all of whom have an appropriate early years qualification at level 3 and 4.

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

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

- enhance children's decision making and choices, by providing them with more flexibility during whole group planned sessions such as snack time and some outdoor play times
  
- enhance the good quality of teaching provided by all staff even further by extending peer on peer observations.

### Inspection judgements

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

All children are happy and settled at the pre-school. They are provided with a very wide variety of interesting and challenging learning opportunities, and staff get to know them and their families very well. This ensures that staff are aware of the children's interests, likes and dislikes, enabling them to feel welcome and become confident and motivated to learn. Staff have a secure understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They work very well as a team to implement this effectively for each of the children attending. Each child is assigned a key person who is responsible for monitoring their individual development. They regularly undertake planned and spontaneous observations and assess the children's current stage of development and identify what they need to do next. This information is then carried in a timely manner onto the following week's planning. As a result, all children make good progress, in relation to their starting points and capabilities. Staff ensure that they target support where it is needed and that children are well prepared for the next

stage in their learning, such as school. Parents are effectively encouraged to share what they know about their children's development through discussing their observations of their children's learning with staff. In addition, parents are asked to make comments in their children's learning profiles that they take home regularly. Additionally, planned parent's sessions are also organised for staff to share their records on development with the children's parents. This includes a joint approach to the progress check at age two. Information in the parents welcome pack provides them with an introduction to the Early Years Foundation Stage and the seven areas of learning. Consequently, this helps them in supporting their children's learning at home.

Children are encouraged to become independent learners, making choices about what they play with from the good quality toys and resources that promote their learning in all areas. Children eagerly access the range of creative activities, for example, a child draws a picture of a fish. The picture is then taken to the craft table where it is put inside a plastic bottle which is enthusiastically decorated using a range of coloured paper. Children show developing skills as they use the glue and spreaders before sticking their choice of decoration in place. This shows children's ability to follow their own ideas, their good use of imagination and their developing creative skills. Younger children enjoy playing with the pirate ship and pirates in the sand tray. Their imagination is supported as they act out roles with the figures and boats. Children develop their exploration skills as they move the sand from container to container and smile and giggle as it trickles through their fingers. They also show their developing coordination as they choose to use the dustpan and brush to clear up the spilt sand from the floor. There is free flow access to a very exciting, stimulating and highly interesting outdoor play area at the rear of the main play room. In this area, children play for extended periods of time, for example, they build and construct with the large pebbles in the small stream. Through their investigations, they realise that they can change the directional flow of some of the water. Skilful staff use the quality of their teaching to introduce early calculations into children's play by asking open-ended questions which support them to think for themselves. For example, 'we have three stones and we need four, how many more stones do we need?' As children transport the water in vessels they estimate if they have a lot or a little bit of water. This further supports their use of language and their early mathematical skills. Children receive generous amounts of praise, which raises their self-esteem and confidence. They show their delight as staff tell them they are superstars at calculations. Children develop their physical skills in this area as they climb up the climbing wall, dig in the sand pit and make their way over the tree stumps and large rocks before entering the playhouse and den area. Younger children's vocabulary is well supported as they use the magnifying glasses to hunt for small animals in the bark trays. They talk to the staff about the animals they find and share their experiences from home, which supports their developing conversational skills. Although, children have this free flow access to this outdoor provision, there are times throughout the day when children are required to tidy up the toys to take part in whole group activities. For example, for snack time and a session of physical play on the school playground. Although, the majority of children's needs are met during these sessions, some children do not have sufficient time to complete their chosen task or they would rather stay and play inside. As a result, they are not always free to follow their own ideas and their learning is interrupted.

Children's communication, language and literacy are effectively promoted throughout all

areas of the pre-school. The main play room is well-labelled and children self-register on arrival by accessing their name card. Children are observed to access their name at different times of the day to support their play, for example, children take their name card into the garden to help them to write their name on their charcoal drawing. There are well-resourced books areas within the setting and children are happy to listen to stories individually and during group activities. For example, as a group the children eagerly join in with the story of the 'Fidgety Fish'. They shout out the familiar text and more able children are able to recognise the rhyming words when asked by the staff. There is a letter of the week and this is discussed at the start of snack time. Staff show the children a picture of the letter for example, 'Y', and all together they draw the letter in the air with their hands. When asked children happily name other objects that begin with this letter, such as yoyo. Children go on to use this learning in their own play. For example, they show how they can draw the letters they have learnt as they use water and paint brushes in the outdoor learning environment.

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

Children's emotional well-being is effectively supported. Settling-in procedures are sensitive to the individual needs of children and their families. Staff build strong relationships with the children's parents during the settling-in period where they find out as much as they can about the children and their extended family. Consequently, children share very warm relationships with their peers and the staff who care for them. The key person system is effectively implemented by the staff team who are very knowledgeable about their key group of children and ensure they are effectively supported as they move on from the pre-school to school. During their time at the pre-school there are regular opportunities for children to visit the main school. For children attending other settings, staff are happy to accompany them and their parents on these visits. In addition, staff at the pre-school make reference to the children's new settings during adult-led planned activities. Therefore, the children become familiar with the school routines and environment. As a result, the transitional periods run smoothly and children quickly settle.

Children learn to behave well and begin to understand about right and wrong from the positive staff team who are calm and caring in their approach to handling children's behaviour. For example, they guide the children by discussing their expectations and help them to understand how to be kind and considerate to others. There is a consistent emphasis placed on using good manners, therefore, children are learning how to respect one another. Children receive lots of praise from the staff regardless of how big or small their achievements may be. For example, children are verbally praised and also receive stamps on their individual sheets for their fantastic sharing. Good behaviour rules are displayed in the setting and a feature wall shows photographs of the children making friends and being considerate. This re-enforces and supports children's understanding and their ability to manage their own behaviour.

Children learn about their own good health and the importance of a good diet. For example, during physical exercise staff ensure there is access to individual drinking cups so that children remain hydrated. Additionally, they ensure that younger children are asked if they would like to have a drink at regular intervals. During snack time, children

are involved in conversations about the benefits of drinking milk and how this helps develop healthy bones. Information is provided to parents about healthy options that could be provided in children's lunch boxes. Therefore, helping them provide their children with a healthy lunch. Children move freely between the indoors and one of the outdoor areas throughout the session. The majority of children thoroughly enjoy being outdoors in the fresh air and choose to do so for large parts of the session. Good hygiene practices are in place. Children are reminded to wash their hands at appropriate times and many of them are becoming independent in their self-care. Children learn about their own safety as staff remind them not to run indoors and sit on the chairs in a safe manner. They learn how to leave the building quickly in an emergency situation as they regularly practise the fire evacuation drill. This consistent approach, along with gentle reminders and positive staff support ensures children become independent and able to manage their own health and safety.

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

Children are very effectively safeguarded. They are supervised very well by the staff and ratios of staff to children are continually met. All staff attend safeguarding training to ensure their knowledge is kept up-to-date and they are confident in identifying possible signs of abuse. The manager and staff are fully aware of their responsibilities and the procedures they must follow, in relation to child protection concerns. Risk assessments are robust and all areas used by the children are safe and secure. Visitors to the pre-school are met by staff at the main door, they are also asked to provide identification and complete the visitor's record. Recruitment and selection procedures are rigorous and Disclosure and Barring Service checks are completed on all staff. Therefore, ensuring they are suitable to work with the children. The manager supports staff's practice through regular supervisions and appraisals. Staff are encouraged to consider their own training needs and where they feel they need additional support. Consequently, all staff have the opportunities to progress in their professional development. The manager is a highly motivated and enthusiastic leader who is usually included in the ratios. She has a very clear presence in the pre-school and works closely alongside the staff. However, there is scope to extend the quality of teaching even further, by carrying out peer on peer observations to maximise the interaction between children and staff. The manager and staff all hold recognised childcare qualifications and are pro-active in attending further training to continue to enhance their knowledge and skills. This shows that they invest in their own self-development and keep themselves up-to-date with current childcare issues. All staff work well together as a team, regularly share information and demonstrate high aspirations for the setting. Consequently, children are cared for by competent, well-trained staff, who promote and support their welfare, learning and development successfully.

Secure arrangements have been established to promote fully inclusive practice. Staff understand the importance of building relationships with other professionals and providers when children attend more than one setting. This ensures a consistent approach towards children's education and care. The staff team provide a very welcoming atmosphere in the pre-school and they promote very good relationships with the children's parents and carers. Information is provided from the outset in the form of a welcome pack ensures

parents are fully informed about all aspects of the service. Secure arrangements are in place to share information with parents about their children's current stage of development and identified next steps in their learning. This is achieved through the children's key person talking to their parents on a daily basis, weekly report records and at organised parent's sessions. Parents are happy to speak to the inspector and are very positive about many aspects of the pre-school. They share that the whole staff team are very friendly and that they share good relationships with their child's key person. They especially appreciate the great variety of fantastic activities their children have access to and the progress their children are making since they started at the pre-school.

The manager and staff team use their experience and skills effectively to monitor children's development and the educational programmes. As a result, children's care and learning needs are well met and they are prepared and ready for their move onto school. The manager is highly motivated to enhance practice within the setting. Self-evaluation is used as an on-going process for the pre-school. The manager gathers and takes on board the views of the staff team and the parents. Activities are evaluated and children are able to give their thoughts on the setting ensuring their views are fully included. The introduction of a children's committee further supports their positive input into the evaluation process. The manager has used the Ofsted self-evaluation form as the basis for their reflective practice and has completed a very detailed self-evaluation of the setting. This has enabled them to identify areas for further improvement. Plans for the future build on current successes and are firmly based on supporting children's achievements. Furthermore, any changes made are done so with the individual needs of the children and their families in mind. The manager keeps the setting up-to-date by attending local meetings and networking events with other professionals where good-practice is shared. Information is then cascaded to the staff team through weekly meetings. Previously reported actions and recommendations have been well met. The manager is now clear about all requirements relating to any additional support staff used in the setting and systems to observe and assess children's development have been very effectively developed. As a result, the group's capacity to improve is very good.

### **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

<b>Unique reference number</b>	EY372694
<b>Local authority</b>	Leeds
<b>Inspection number</b>	873766
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Thorner Preschool & Toddler Group Committee
<b>Date of previous inspection</b>	15/10/2008
<b>Telephone number</b>	01132 892 541

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

