

# Little Notley's Pre School

The Church in Great Notley, Bridge End Lane, Great Notley, BRAINTREE, Essex, CM77 7GN

## Inspection date

04/03/2014

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

- The practitioners are attentive and skilled at extending children's learning and the environment encourages children to explore. Consequently, children take an active part in their learning and they make good progress.
- The leadership team are committed to improving their practice and are constantly reviewing and reflecting on their practice which supports very good outcomes for children.
- Children's safety is given the highest priority because the recruitment of new practitioners is rigorous and ensures that all practitioners are suitable to work with children.
- Effective partnership working with parents supports children's ongoing progress as parents are kept fully updated with their children's learning and progress is regularly shared.

### It is not yet outstanding because

- Occasionally, children's concentration and communication skills are not fully supported as group times are too large for all of the children to focus on the learning.
- There is further scope to involve parents in contributing more robustly to the initial assessments of children so that a comprehensive picture of their development is collected when they start.

## 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 spent time observing children and the interactions between the practitioners and children.
- The inspector held discussions with the manager, and spoke with the practitioners and children.
- The inspector examined a selection of records including safeguarding training and practitioner qualifications.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector took into account the views of parents through discussions and the views of children during their play.

## Inspector

Suzanne Smith

## Full report

### Information about the setting

Little Notley's Pre-School was registered in 2013 and is on the Early Years Register. It is situated in a church in the Braintree area of Essex, and is owned and managed by a limited company. The pre-school serves the local area and is accessible to all children. It operates from a hall within a large church building and there is an enclosed area available for outdoor play. The nursery employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3.

The pre-school opens Monday and Friday from 8.50am to 11.50am and 12.05pm to 3.05pm, and Tuesday to Thursday 8.50am to 11.50am during the term. Children attend for a variety of sessions. There are currently 57 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.

### 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 concentration and communication skills further, for example, by organising smaller group activities
- extend ways for parents to contribute to initial assessments of children's starting points so that a detailed knowledge of children's overall development is known as soon as they start.

## Inspection judgements

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

The children's enthusiasm is ignited as soon as they arrive at the pre-school. This is because the activities are appealing and provide interest across the seven areas of learning. A great deal of thought has been put into the activities to fully immerse children in their imaginations. For example, the construction area encourages children to self-select items to support their imaginative play. There are tools, nuts and bolts, hard hats, and soft breeze blocks. Practitioners support children in how to use the equipment and at other times children lead their own play. They become engrossed in exploring different ways to use the breeze blocks. With the assistance of a practitioner who skilfully extends their play, the children construct an obstacle course. Children's physical skills are promoted as they step onto and over the blocks and jump from the step stool. The children practise a variety of ways to jump and the practitioner encourages and praises

the children. As a result, children feel valued and their self-esteem is supported. Other areas are equally vibrant and appealing and the role play area is valued by the children. They are quick to say what they enjoy and point to the role play area. Children are fully absorbed at making and drinking pretend cups of tea with the practitioner. Children's personal, social and emotional development is well-supported as they play harmoniously together. Practitioners know individual children very well and a variety of observation methods are used. These observations are assessed against developmental ages and next steps are highlighted. The next steps are displayed in the pre-school and all practitioners are aware of individual children's development. The planning is adapted to support individual children to make progress. The teaching is precisely focused and children are making good progress towards the early learning goals.

Children are well-supported in the acquisition of communication and language. The themes support children's curiosity and items are displayed for them to explore. For example, the current theme is 'shapes' and a table displays a variety of different, every day shapes. The children explore and comment on the items and gain mathematical understanding. They remember that a water bottle is a 'cylinder' and during large group times they discuss the world is a 'sphere'. However, children's concentration and language skills are not always fully supported during large group times. This is because the group is too large and some children find it difficult to focus on the planned learning. Children that are identified with a speech and language delay are very well-supported. During one-to-one support the teaching interactions promote clear language for the children to hear and say. As a result, children with additional needs are making progress in their learning. Children that are progressing exceptionally well towards and beyond the early learning goals are supported. The pre-school liaises with the local primary school to ensure that the learning provided meets the children's needs. Consequently, all children's needs are met and they learn in an environment that fully engages them. Children develop their physical skills and writing ability as a large expanse of paper is provided on the floor. Children lay beside each other and write their names and draw shapes. They are sociable with each other and enjoy learning together in a supportive environment. The prime areas of learning are fully promoted and children are gaining the skills for the next stage in their learning and for school.

Parents are kept up-to-date with their children's ongoing development. Termly reports are provided so that parents are aware of children's next steps. Parents are invited into the setting to look through the learning journals and discuss children's development. Posters are displayed detailing the learning taking place each day and for the week ahead. Each week children take home a story book to share with parents. Parents contribute to children's learning as they write about their children's learning at home. There is good communication on a daily basis as the parents are invited into the pre-school to drop off their children. Home visits are due to be implemented to support children's transitions and to gain an overview of their current development. Currently, parents provide verbal information about children's learning on entry to the pre-school. However, this is not fully effective at building a full picture of children's learning to fully support initial assessments. The progress check at age two is completed and shared with parents. Further good working relationships are promoted as the pre-school arranges informative workshops. This has consisted of a paediatric first aid workshop and there are plans to arrange other workshops in the future.

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

Children's emotional well-being is fully supported and sensitive interactions enable smooth transitions. When children first begin at the pre-school they are invited to as many settling-in sessions as it is felt necessary. Parents complete a form detailing their children's likes, dislikes, and the festivals that they celebrate. Practitioners are, therefore, knowledgeable about children and their emotional needs are fully supported when they first begin. Children are eager and excited to enter the pre-school. For children that find it difficult to separate from their parent, the transition is handled sensitively. Parents are encouraged to stay for as long as they feel necessary. When they do leave children are comforted by caring practitioners. Children are then soon able to join in with the play as they feel secure and are well-supported. Transitions to school are very well-supported and the pre-school provides days when children can stay for lunch. This supports their readiness for school as they experience a school routine. Teachers are invited into the pre-school and the learning journals are shared with them. Stories and discussions also support children to be ready for school and their welfare is fully promoted.

The children each have a key person and the key person collects observations and identifies next steps. The key person knows individual children very well and children have formed secure attachments with them. Children are, therefore, developing their independence and are confident to explore their surroundings. The children's behaviour is good because the practitioners provide children with clear boundaries. During physical play the practitioner explains to a child why they cannot jump while holding a toy. The child listens and lets the practitioner hold their toy. As a result, children are learning how to manage risks and about acceptable behaviour. The practitioners are competent to manage risks and daily checks ensure the premises are safe. They are vigilant to deal with safety issues that arise during the course of the session. For example, an open door was closed while the children were running outside, to ensure they did not hurt themselves.

Children's health is promoted very well and a visit from a football company fully engages the children. The manager is fully aware of safeguarding issues and ensures that the relevant safety checks have been carried out on all visitors. Children listen to the sports instructor and thoroughly enjoy using the outdoor area for exercise. Children take delight in developing new skills and everyone gives a cheer when they score a goal. As a result, children are developing a good self-esteem and good attitude to healthy practices. Practitioners encourage children to develop new ideas and children laugh delightedly as they toss pancakes in a pancake race. Children have fresh air and enjoy and achieve in the outdoor environment which supports their good health. Children learn about healthy eating during snack time which is healthy and nutritious. They eagerly explain they are having 'pancakes' with their fresh fruit and vegetables. Children's independence is promoted as they choose when to have snack and manage their personal needs according to their age.

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

The safeguarding, welfare and learning and development requirements of the Early Years Foundation Stage are fully understood by the pre-school. The manager has undertaken a course on 'safer recruitment'. This ensures that, although the turnover of practitioners is low, new practitioners are robustly vetted. The recruitment process is rigorous and consists of an interview, references being obtained, and Disclosure and Barring checks being conducted. All practitioners have undergone Disclosure and Barring checks and a record is kept of the details. All practitioners are aware of the policy to safeguard children and mobile phones are kept securely away from children. The practitioners are knowledgeable about safeguarding concerns and their training is regularly updated. The safeguarding policy is read regularly and details what to do if there is an allegation against a practitioner. Children are, therefore, well-supported and practitioners are knowledgeable about potential harm.

Regular supervision and appraisal meetings develop all practitioners to improve their practice. Personal objectives are set which supports practitioners to understand their strengths and areas for development. Regular training is carried out and recent training on 'phonics' and 'developing self-esteem' supports practitioners' work with children. The manager is currently working towards a foundation degree and the majority of the rest of the practitioners are suitably qualified. The qualifications, training, and professional development meetings impact favourably on children's learning. All practitioners are attentive and the quality of teaching is good. There is a comprehensive understanding of how young children learn and how to support their progress. Regular and consistent evaluation of the educational programmes ensures that children experience a wide breadth of learning. Practitioners re-visit activities where necessary to ensure that the learning outcomes are achieved. Monitoring of children's assessments supports early identification of children that may be falling behind so that further support can be provided. Further resources to support the monitoring of assessments are currently being developed to strengthen this process.

The pre-school demonstrates a strong drive to improve. A thorough self-evaluation process highlights strengths and areas for development. A strength identified has been the promotion of environmental sustainability. The children are able to learn about the importance of recycling during competitions in the local community. Areas for development include encouraging parents' involvement in children's learning and building relationships with the local feeder schools. These are worthwhile and realistic targets that will impact favourably on children's development. Parents' views are collected and annual questionnaires enable parents to provide feedback on the pre-school. The pre-school has been swift to improve practice to support parents' requests. For example, a parent asked for more information about what the children are learning. As a result, the parents are now provided with clear guidance about daily and weekly activities. This supports parent's engagement with their children's learning and good outcomes for children. The parents are very positive in their praise of the pre-school. They explain their child's communication and language has improved greatly and that children are treated as individuals. The pre-school works well with outside agencies. They are fully involved in securing additional support, where necessary, for when children begin school. There is regular interaction with the development officer and improvements to practice are made following comments. Regular attendance at community meetings encourages discussion about good practice.

The pre-school, therefore, shows a real desire to improve practice and continue to create an enjoyable environment for children.

## 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>     | EY469108                 |
| <b>Local authority</b>             | Essex                    |
| <b>Inspection number</b>           | 935936                   |
| <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>      | 26                       |
| <b>Number of children on roll</b>  | 57                       |
| <b>Name of provider</b>            | Stephanie Ann Long       |
| <b>Date of previous inspection</b> | not applicable           |
| <b>Telephone number</b>            | 07583506054              |

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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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