

Plum Tree Pre School and Childcare Services

ADJ to Barrow C of E VC Primary School, Colethorpe Lane, Barrow, BURY ST. EDMUNDS, Suffolk, IP29 5AU

Inspection date	24/02/2014
Previous inspection date	20/10/2011

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

- Practitioners know the children in their key groups well. They liaise effectively with parents to ensure they are knowledgeable of the children's requirements and interests.
- The quality of teaching in the pre-school provision is good. Practitioners demonstrate secure knowledge of the seven areas of learning and how children learn. Effective use of observations enable key persons to plan a range of adult-led and freely chosen learning opportunities which are tailored to meet each child's individual needs.
- Children are well protected from harm as practitioners demonstrate a good knowledge of safeguarding procedures. Clear written policies are in place and are effectively followed.
- Partnerships with parents are good. Parents are provided with clear information about the pre-school and out of school provision. They are kept well informed about their children's development through effective communication.

It is not yet outstanding because

- There are missed opportunities during routine activities, such as snack time, for children to fully explore independence skills.
- There is scope to further strengthen the links between the pre-school and out of school club and other early years settings which children attend.

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 main room and garden and viewed all areas of the building used for the pre-school and out of school provision.
- The inspector held discussions with the manager, office manager, special educational needs coordinator, practitioners, chairperson of the committee and children at appropriate times throughout the inspection.
- The inspector looked at a range of records including children's details, information about children's learning and development, planning, accident and medication records, the complaints log, written risk assessments, written policies, information about the checks used to assess practitioners' suitability and proof of their professional qualifications.
- The inspector took account of the views of parents spoken on the day of the inspection.

Inspector

Lynn Hughes

Full report

Information about the setting

Plum Tree Pre School and Childcare Services was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Barrow area of Bury St Edmunds, Suffolk, and is managed by a voluntary management committee. The pre-school serves the local area and is accessible to all children. It operates from one room and there is an enclosed area available for outdoor play. The setting employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2, 3 and 4.

The setting opens Monday to Friday during term time only. Sessions are from 9am until 6pm. Children attend for a variety of sessions. There are currently 33 children on roll who are in the early years age group. The setting provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and 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:

- extend opportunities for children which enable them to fully develop independence skills, for example, by participating more actively in the preparation at snack time
- review and further develop opportunities for practitioners to work in partnership with other early years provisions, when children attend more than one setting.

Inspection judgements

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

Practitioners are knowledgeable about the seven areas of learning and how children learn. They use their expertise to engage and interest children in an exciting range of planned and freely chosen play experiences. Key persons use observations of the children's play to track and plot their progress. They record their observations in well-presented learning journals, which are effectively shared with parents. Individual children's learning styles are taken into consideration when planning the range of activities. For example, opportunities to explore all seven areas of learning are available in the garden, enabling those children who learn better outdoors to flourish. Practitioners effectively identify children's next steps in learning and use these to tailor planning to meet each child's requirements. All children, including those with special educational needs and/or disabilities, make equally good progress because their needs are considered in both planning and teaching.

Children are good communicators. They articulate their feelings well, sharing real and imaginary experiences with their peers. Group story times provide opportunities for children to become engaged in a favourite story and to join in at appropriate times. Children's literacy skills are encouraged through access to a wide range of media and materials for writing and drawing. Children's emergent writing skills are celebrated as practitioners display examples of their creative work and early writing on the walls of the playroom. Children are proficient at using the provision's computer. They rarely need assistance and negotiate their way around the various software with ease. Children's imagination is enhanced through effective use of role play resources. The role play area is transformed into a wide range of real-life experiences, such as a hairdressers, shops and travel agents.

Parents are actively encouraged to become involved in their children's learning. They share special moments from home with their children's key person and embrace the topics and themes being covered at the pre-school and childcare service. 'Bella Bear' travels home with children, experiencing some of their home-life situations, including holidays and special events. Parents share accounts of the bear's travels, which are then read to the children and used to encourage lively discussions. Children explore nature, planting and growing when they access a small allotment area shared with the school. They use this opportunity to enhance their understanding of where food comes from and how it grows. The extended school grounds offer good space for children to develop physical skills and to further explore nature in the natural garden. Children are prepared for their next stages of learning, for example, moving into big school. Practitioners provide activities which encourage children's independence skills as they learn how to listen and take directions through well-organised circle times.

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

Children are settled, comfortable and relaxed in the setting. They develop warm and caring relationships with all practitioners, especially their key person. The positive interaction children receive from the adults caring for them helps to make them feel secure and confident. Children behave well, they understand the setting's rules and follow these. For example, they know to use indoor feet when playing indoors and help to tidy away the resources when a familiar 'tidy-up' tune is played. Children are treated with respect and encouraged to develop kind and caring relationships with each other. Practitioners enhance children's self-confidence through the effective use of praise and encouragement. This builds on children's emotional development and produces confident, self-assured children who demonstrate a good sense of belonging within the provision.

The setting is bright and welcoming. Care takes place in one large room, which is sectioned into specific areas, for example, the role play area, mathematics area and technology area. The room leads out to a fully enclosed, exciting and well-resourced outdoor area. Children have opportunities to choose whether they learn indoors or outdoors and the learning experiences provided outdoors cover all seven areas of learning. The environment is presented to encourage children to develop independence skills, for example, they make choices over the resources they take out from the low-level storage units presented around the rooms. The boxes within these units are clearly labelled with

photographs of the children holding the piece of equipment the box contains.

Children learn how to keep themselves healthy through the setting's clear policies. They enjoy a mid-session snack, which generally comprises of fresh fruit and savoury options. All children sit together at this time to share quiet discussions and to plan with practitioners what is going to happen for the rest of the session. While this provides a good opportunity for children and adults to share some quiet quality time, there are missed opportunities for children to fully explore independence skills at this time. For example, they do not participate in the preparation of snack, do not help to count or set the plates and cups and do not pour their own drinks. Children learn to manage some risks, for example, they safely carry the boxes of equipment to and from their storage spaces, often two at a time if they are heavy. Children understand the importance of hand washing before touching food and after using the toilet. They articulate that this helps to get rid of germs. Visitors to the setting help to extend children's knowledge, for example, they explore mini-beasts and are visited by a nurse. This process also prepares children for meeting new adults and participating in new experiences.

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

Children are well protected from harm as practitioners and management are knowledgeable about their responsibilities with regard to protecting children. All adults working with or having contact with children are vetted, and proof of the checks used to assess their suitability are available for inspection. Children play in an environment which is regularly checked for safety, and risk assessments are used to identify and address any safety issues. This inspection was brought forward following notification from the registered provider about an incident which occurred regarding the administration of medication. Following a recent serious incident whereby the wrong medication was administered to a child in the out of school provision, all policies have been fully reviewed. A full investigation into the incident was carried out by the committee, which resulted in confirmation that the procedures in place are robust. If followed correctly, the procedures would have prevented any child being administered incorrect medication. Swift action was taken by the committee to deal with this incident. The committee established through this incident and investigation that closer monitoring of the out of school aspect of the provision was required. This has been addressed and systems for the storage of medication and individual care plans have been tightened.

The setting is led and managed by a committee, who play an active role in the successful running of the provision. The chairperson and office manager are on hand to support the manager and her team of practitioners, and regularly review the day-to-day working practices. The team of practitioners include a number of well-qualified members, who use their knowledge and expertise to deliver all aspects of the Statutory framework for the Early Years Foundation Stage to a good standard. The educational provision of the pre-school is effectively monitored by the manager, and she is beginning to extend this to enable her to monitor the provision of the out of school facility. The setting demonstrates a firm commitment to developing a quality early years provision, which uses reflective practice to evaluate and review all aspects of the provision for children. Effective

supervision and appraisal of practitioners ensure that all practitioners have opportunities to discuss their working practices, review their training needs and receive feedback on their work.

Partnerships with parents are strong. Good written communication is available for parents, to inform them of the provision's policies and procedures and to keep them well informed of any changes of developments. All parents spoken to at the time of the inspection state that they feel very involved in their children's learning and are provided with good opportunities to liaise with their children's key person. Parents also comment on the effective transition arrangements between the setting and the local school on whose site the setting is situated. They state that this helped their children to settle into school and to be fully prepared for this stage of their learning. Links with other early years settings which children attend are in place, however, are not yet robust enough to ensure effective partnership working. For example, key persons do not meet with the key persons from the other settings to share information about children's progress, which helps them to complement the learning that takes place in all aspects of the children's lives.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY424467
Local authority	Suffolk
Inspection number	955412
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	33
Name of provider	Plum Tree Pre School Committee
Date of previous inspection	20/10/2011
Telephone number	01284810223

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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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