

Sharnbrook Pre-School

John Gibbard School, 37 High Street, SHARNBROOK, Bedford, MK44 1PF

Inspection date

Previous inspection date

17/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Teaching techniques are exemplary as all practitioners have an excellent knowledge of the Statutory framework for the Early Years Foundation Stage. Their meticulous assessments of children enable them to plan highly appropriate activities for all. Consequently, children make exceptional progress in relation to their starting points.
- The innovative use of a creative range of communication procedures supports excellent partnership working with parents. It means that they are fully involved in working with practitioners to promote the learning and development of their child.
- All practitioners are exceptionally skilled and are committed to providing a positive and highly stimulating environment. As a result, children are offered a wealth of creative indoor and outdoor play experiences that promote their learning in all areas.
- Children are secure, happy and extremely motivated. They eagerly explore the environment and demonstrate high levels of curiosity and independence. They rapidly develop a positive approach to learning and are, therefore, exceptionally well-prepared for school.
- Senior managers and practitioners set very high standards for themselves and children. Leadership of the setting is inspirational and motivates practitioners to strive for the very best for each individual. Consequently, children's safety, welfare and development are exceptionally well-considered and promoted at all times.

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 main room, the school hall and the outside area.
- The inspector held meetings with the manager of the provision and the nominated person, who is head teacher of the host school. She also carried out a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation. She also checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation information and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Kelly Eyre

Full report

Information about the setting

Sharnbrook Pre-school was re-registered in 2013 on the Early Years Register. It is situated within Sharnbrook John Gibbard School in Sharnbrook, Bedfordshire, and is run by the governing body of the school. The setting serves the local and neighbouring areas and is accessible to all children. It operates from one main room and there is an enclosed area available for outdoor play.

There are currently six staff working directly with the children. Of these, one holds an appropriate early years qualification at level 2 and five hold qualifications at level 3 or above, including one with Qualified Teacher Status. The setting opens Monday to Friday during school term times. Sessions are from 9am until 11.30am. A lunch club operates from 11.30am until 12.45pm. There are afternoon sessions on Monday, Tuesday, Wednesday and Thursday from 12.45pm until 3.15pm. Children attend for a variety of sessions. There are currently 40 children attending who are in the early years age group. The setting receives funding for the provision of free early education for three- and four-year-old children. It receives support from the local authority.

What the setting needs to do to improve further

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

- further enhance the very good opportunities provided for children to use information and communication technology resources by, for example, encouraging them to use cameras to make a more detailed record of their own activities.

Inspection judgements

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

Practitioners take great care to ensure that they fully understand each child's needs and interests. This enables them to offer children highly appropriate support and exceptionally well-planned activities. As a result, children are very secure and have a positive approach to their play and learning, preparing them well for the move to school. Inspired teaching techniques support children in making exceptional progress. All practitioners have an extensive knowledge of the Statutory framework for the Early Years Foundation Stage. They use home visits and meetings with parents to gather a comprehensive range of initial information, supporting them in thoroughly assessing children's starting points. Excellent communication with parents means that they have numerous opportunities to share updates about their children. For example, parents have received training to enable them to log into their child's interactive learning diary and add written and photographic updates. Parents are also supported very well in extending their child's learning. For example, the setting's regular newsletters include practical ideas for activities to try at

home. Practitioners diligently observe children as they play, carefully assessing this information and keeping detailed records of their progress and interests. The excellent use of this information to inform the planning is a crucial strength and means that all children are consistently offered a wealth of activities that capture their interest, challenge them and promote their development to the maximum. This is further supported by the excellent attitudes of all practitioners. They demonstrate that they too are keen to play and explore, modelling inquisitive behaviour, a positive belief in themselves and a determination to succeed. Children react to this, concentrating and persevering with tasks and happily trying new activities.

Children are exceptionally well-supported in developing the necessary skills to learn effectively. The excellent planning and organisation mean that children's learning is always considered and they have continuous opportunities to develop, reinforce, test and extend their knowledge. For example, after noting that children are interested in the subject of 'growing' practitioners introduce creative opportunities relating to this throughout each session. Children plant spring bulbs in October and recognise that they have to wait for these to come through. In order to sustain their interest, they look at life cycles, observe an African Land Snail, make their own illustrated books, and experiment by planting peas and grass seed and noting what these need in order to grow. The excellent planning fully encompasses the outdoor area, ensuring that children who learn best in an outdoor environment are offered a multitude of opportunities. For example, children thoroughly enjoy an afternoon spent digging and planting. Some choose to help a practitioner plant the potatoes they have previously left to chit. They eagerly dig holes for these and then go on to plant peas and beans, comparing the different types of seed and remembering an associated story they have been reading. Other children choose to dig in the soil and are skilfully supported by an additional practitioner. They look for worms then add water to the soil and are delighted as they listen to the sound this makes as they squelch through in their boots. When the practitioner notes children exploring the soil with their hands, she suggest making 'mud faces' and shows children how to mould the mud into a circular shape. She then wonders what they could use to illustrate the eyes and children decide to use stones. They then become completely immersed in this as they work out for themselves how to bend a stick to make a mouth and use grass to make hair. Children are so engrossed in their play that they do not notice the time passing and come in at the end of the session full of stories about their activities, which they eagerly recount to their friends and other practitioners.

Children are offered a very good range of opportunities to develop their understanding of the uses of information and communication technology. For example, they use toy telephones, cash registers and weighing scales and competently access a variety of computer programmes. However, there is scope to extend this area further, for example, by enabling children to use cameras to record their own activities, in order to promote their knowledge to the very optimum. Children are offered a creative variety of opportunities that promote their physical development. For example, they enjoy an exceptionally well-planned physical exercise session where they experiment by moving in time to music and become aware of the space around them as they safely balance and jump on small circular mats. Children are offered meaningful opportunities to understand and appreciate diversity. For example, parents visit the setting to share their culture and beliefs, and children enjoy looking at photographs of their own and their friend's families,

going on to discuss different family compositions and traditions. Children's language and communication skills are thoughtfully promoted throughout each session. A clear visual timetable is actively used during the session so that children are always aware of the routine and the opportunities available. They are actively encouraged to explain their thoughts and ideas. Practitioners also demonstrate the good use of language and encourage children to extend their vocabulary and communication skills. For example, children talk about insects and a practitioner extends this by describing an insect to them. They listen carefully, correctly identify the insect and are so pleased with their success that they continue this activity on their own, carefully describing the characteristics of insects to each other.

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

The key person system is exceptionally well-implemented. Practitioners build excellent relationships with parents, supporting the ongoing exchange of information about children. This contributes to children forming secure, trusting attachments and feeling confident to explore the environment and express themselves. Practitioners are considerate and notice what children are doing, offering them praise for their efforts as well as their achievements. Children, therefore, grow in confidence and feel positive about their learning and this prepares them well for the move to school. The provision of a wealth of accessible resources and displays means that children have numerous opportunities to explore and develop their own play and learning. For example, children reading books eagerly refer to a nearby display where they remind themselves about the different elements, such as finding out who the author of the book is and differentiating between 'story books' and 'information books'. This further develops their independent learning and prepares them well for their future education.

New children quickly settle because practitioners work exceptionally well with parents to find out about their interests, abilities and needs. Each family is offered a home visit before their child starts. This enables practitioners to get to know children and means that children recognise a familiar face when they first come into the setting. Similarly, great care is taken to make sure that children's transitions from the setting to the school are smooth and enable them to continue their learning without upset. For example, the daily routine is designed so that children use school facilities, such as the hall, library and playground, each day. This means that they are very familiar with this environment and understand the expectations and how to use the resources. Children's behaviour is exemplary. Practitioners are excellent role models and demonstrate a genuine concern and respect for all. Children mirror this and so learn to respect each other. Children's understanding of how their behaviour affects others is gently extended as practitioners talk with them about this. Children work exceptionally well together, competently organising turn-taking and readily including others in their play. This area is further supported as all daily routines have been carefully considered to ensure that they are used positively to help promote children's development. For example, at 'tidy up time' practitioners give children clear instructions about which areas to help with.

Children are offered a wealth of daily opportunities to understand the relevance of healthy lifestyles. For example, their understanding of the effects of exercise is promoted as they

participate in music and movement sessions, noting how this makes them feel warmer and raises their heart beats and then discussing the importance of 'warming down' afterwards. Children's awareness of hygiene is promoted through daily routines and specific activities. For example, they enjoy using the role play dentist resources, talking about how to clean their teeth properly and going on to discuss how to minimise the spread of infection. The thoughtful daily organisation of the setting supports children well in developing their self-care skills. For example, each child has their own named drawer and they quickly learn to take responsibility for their belongings and for items to take home as they put these safely in the correct drawer. Children also gain an excellent understanding of how to keep themselves safe. For example, before they go for a walk around the village, they talk about how to cross any roads, how to pass people on narrow footpaths and why they need to wear high visibility jackets.

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

Children's welfare is very well-considered and this area is supported by exemplary safeguarding procedures. For example, regular safeguarding audits, that consider all aspects and areas of the setting, are frequently carried out. All practitioners have attended training and demonstrate an excellent knowledge of safeguarding issues. This area is further supported as there are robust procedures to ensure the safe recruitment and ongoing suitability of all practitioners. The frequent review and daily implementation of risk assessments and safety checks ensure that all areas are safe and secure. This contributes significantly to children's enjoyment and they experience exceptionally positive childcare that provides an excellent start to their future learning. The manager and practitioners adopt a positive and proactive approach to the continuous evaluation of their practice. They seek ongoing feedback from parents, children and other professionals, enabling them to build a comprehensive overview of the setting's strengths and weaknesses. This information is then actively used to develop and implement highly practical plans for continuous improvements. For example, recent changes include the introduction of 'stay and play' sessions, enabling parents to find out what children have been doing and to understand how the setting promotes children's learning through their play.

The manager and head teacher work very well together, combining their skills, knowledge and experience. They set exceptionally high standards and always lead by setting an excellent example. Their sensitive monitoring of practitioners is exemplary, ensuring that practitioners' individual strengths are recognised and extended and they are fully supported in developing their professional practice. All practitioners receive frequent supervision sessions and are very well-supported in attending training and gaining higher childcare qualifications. This has a highly positive impact on children. For example, as a result of training to look more closely at the characteristics of effective learning, these have now been added to the assessment procedures and to the progress check for children aged two years. This means that practitioners are now more aware of how each child learns and use this information to further inform the planning. Regular staff meetings are actively used to refresh and reinforce practitioners' understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. Policies and procedures are

frequently reviewed to ensure that they support practitioners in consistently promoting children's health, welfare and development. The manager's conscientious ongoing monitoring supports her in identifying any areas where children require further support. She skilfully uses the electronic assessment system to gather data about the progress made by all children in every area of learning. This information is then used to inform the planning and ensure that children receive the support they need. For example, after noting that mathematics was a weaker area, additional activities and resources were planned. Further monitoring means that the setting is able to report that they can see a direct correlation between the support offered and children now achieving higher outcomes in mathematics by the end of the Early Years Foundation Stage.

The manager and practitioners are experienced and work very well in partnership with a wide variety of other professionals, enabling them to offer well-planned, targeted support to children and families. Procedures for sharing information with other providers caring for the children are exemplary. For example, practitioners visit the other setting and arrange for key persons at that setting to visit them, enabling all to work together to promote children's welfare and development. Partnerships with parents are excellent and they are kept exceptionally well-informed of their child's progress and activities. For example, they receive frequent, informative newsletters, meet regularly with their child's key person and attend open afternoons. Parents report that they appreciate their access to the interactive learning diaries and this helps them understand what children have been doing.

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	EY468106
Local authority	Bedford Borough
Inspection number	938315
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	28
Number of children on roll	40
Name of provider	Sharnbrook John Gibbard Lower School
Date of previous inspection	not applicable
Telephone number	01234 781328

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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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