

Finstall Pre-School

Finstall Village Hall, Alcester Road, Finstall, BROMSGROVE, Worcestershire, B60 1EL

Inspection date

Previous inspection date

13/01/2014

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 quality of teaching in the pre-school effectively supports children to make good progress in their development.
- Children's well-being is very effectively promoted due to the welcoming environment with a wide range of resources within reach that encourage their exploratory play and learning.
- Children are happy in the pre-school and are very well behaved.
- The manager and staff have undertaken safeguarding training and are well informed about their responsibilities to protect children in their care.
- The partnership working with parents and other professionals is effective and ensures children get the support they need.

It is not yet outstanding because

- Staff do not always help children to understand the benefits of healthy eating.

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 checked evidence of suitability and qualifications of staff working with children.
- The inspector held discussions with the provider/manager.
- The inspector spoke with staff and children.
- The inspector took account of the views of parents.
- The inspector reviewed documentation, including learning journals.
- The inspector carried out a joint observation of an activity with the provider.

Inspector

Adelaide Griffith

Full report

Information about the setting

Finstall Pre-school was registered in 2013 on the Early Years Register and is privately owned. It operates from Finstall Village Hall in Finstall, Bromsgrove. The pre-school serves the immediate locality and also the surrounding areas. The pre-school opens, Monday to Thursday, from 9.30am until 1.15pm during term time only. Children attend for a variety of sessions. Children are cared for in the main hall and have access to an enclosed outdoor play area. There are currently 17 children on roll in the early years age range. The pre-school receives funding for the provision of free early education for three- and four-year-old children. There are currently three staff working directly with the children, all of whom have an appropriate qualification. One member of staff has a qualification at level 6. The pre-school 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:

- use routine activities, such as snack times, to help children learn about the benefits of healthy eating.

Inspection judgements

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

The manager and staff have a well-developed understanding of how children learn. They deliver a wide range of activities that maintain children's interest and staff are skilled at engaging all children. This means that children concentrate and are fully involved in activities. For example, during story time they listen attentively and are eager to predict what might happen next. The experienced staff know how to integrate all areas of learning in activities that stimulate children and capture their imagination. For instance, they use the role-play area effectively to help children learn about the world around them. They set it up for different scenarios, such as a pet shop and use the opportunities to provide challenges. For example, they encourage children to write the price tags for the mice on sale and to name the numbers on coins. Children have opportunities to link their learning to home experiences as they talk about their own pets. Consequently, they receive effective support to express their ideas. Staff continue with learning during outside play as they provide a wide variety of fun activities. For instance, staff promote children's thinking skills by challenging them to guess how far bubbles go as they drift upwards. There is a strong emphasis on promoting children's language skills. As staff model active listening, children copy this during activities to provide correct answers to questions. The staff have a good understanding of reinforcing learning through many activities linked to themes. For instance, they read stories and sing about animals indoors, while children wear animal masks during outside play. Consequently, the consistent approach helps children to sustain their thinking around the themes as they learn through play.

The staff complete an initial assessment of children's development with the help of parents. The 'all about me' form includes detailed information about what children know and can do. As staff plan for children's learning they carry out regular observations and track children's development to identify the focus for further learning. They know the children well and work with parents to move children on to the next stage. Parents contribute to the learning journals by writing comments about children's progress, including the progress check at age two. As a result, parents have a clear understanding of what their children learn in the pre-school. Staff discuss with parents where children need support to make progress in their development. This means that most children are at the expected level of development or better because staff have high expectations of all children. For instance, some children demonstrate advanced number and communication skills. Staff plan activities that help children to gain confidence where their skills are slowly emerging, for example, to develop good pencil control and to participate in creative activities, such as painting. This means that all children receive targeted support according to their individual needs. Therefore, they make good progress from their starting points.

A wide range of stimulating resources are set out for children to choose and explore. Staff provide variety on a daily basis by rotating toys to ensure children are effectively challenged as they play. Children are developing their ability to lead their play as they choose books and sit quietly while looking through these. Children learn to recognise their own names and the names of others through a series of activities. For instance, they self-register on arrival at the pre-school and then see all names displayed on the weather board. Furthermore, children learn to recognise letters through a planned activity that focusses on a letter of the week. The learning is then made more meaningful when these letters can be identified in their individual names. A comprehensive range of colourful posters and printed materials provide stimulating, sensory triggers for children's learning. A dedicated board displays children's skills in making marks that reflect how they see the world around them. For instance, they draw recognisable pictures of people and symbols of their play. A frieze of illustrated cards sets out the timetable so that all children have an awareness of the sequence of activities. Consequently, they know what to expect during their time in the pre-school and they can confidently participate in the daily routine. Although children have attended the pre-school for a relatively short period, they are developing good self-care skills. For instance, they learn to put on coats and boots for outside play, with minimal assistance. This means that they are developing skills to take responsibility for their care when they start school. Skilful teaching and a wide range of enjoyable, stimulating activities support children to make good progress in their learning and development.

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

Children enjoy their time at the pre-school where they form strong relationships with key persons and other staff. The pre-school offers two settling-in sessions for children to allow time for them to grow accustomed to the routine. The caring interaction of the staff and the wealth of accessible resources, ensure they feel happy in the provision. Therefore, children's emotional well-being is promoted very well. In turn, the move from home to

pre-school is a stress-free experience for all children. As this is a small provision children are at ease with all staff and form close friendships with their peers. They are highly disciplined during play and have a good understanding of taking turns during activities, when staff are not involved. This means that children know the boundaries of behaviour and are very well behaved. The staff are good role models who speak politely to children at all times. Accordingly, children learn to treat others with respect and they play well together. The relaxed atmosphere and the constant interaction with staff contribute positively to children's confidence. Staff often offer choices to children, resulting in their feelings of being valued. Children are confident as they talk with peers and staff, for example, while they share home experiences during show and tell activities. Therefore, these activities help children prepare for a smooth transition to school as staff build on their self-assurance and communication skills.

Through daily outdoor play children learn about the effects of exercise on their bodies. Vigorous play is balanced with quiet activities when children return indoors and engage in small group activities. Children's individual water bottles are stored within their reach so that they can help themselves when they wish. Lunch time is a social occasion when staff sit with the children while they eat. They talk about favourite foods but do not always discuss the healthy contents of lunch boxes. Therefore, children are not sufficiently supported to understand why it is important to eat certain types of food. Children clearly demonstrate their understanding of the daily routine as they wash hands with minimal support before lunch. They learn to take sensible risks under supervision as they use scissors to cut paper. Owing to regular fire drills, children learn about fire safety and they have opportunities to explore resources loaned from the local fire service. Staff are effectively deployed to support and supervise children during activities, resulting in the promotion of their well-being and safety.

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

The manager has a well-developed understanding of the requirements of the Early Years Foundation Stage. Consequently, all aspects of children's learning and care are effectively promoted. The manager and staff have completed training in safeguarding and understand the policies that fully promote children's welfare. The manager is informed about the safer recruitment procedures and an induction programme prepares staff for their roles to work with children. All staff are informed about care plans for children with medical conditions, with detailed information recorded for their guidance. All documents required for the smooth running of the pre-school and to meet the needs of children are available. The implementation of all these procedures contribute very well to the safeguarding and welfare of the children.

The manager and staff plan for and consistently review the educational programme. They monitor children's learning to assess and track their progress so that they can identify where children need help. The manager monitors the practice of staff to ensure the delivery of activities promotes learning effectively at all times. Through supervision sessions staff have opportunities to discuss their roles in the pre-school and areas for

development. All staff have undertaken some training recently, for instance, safeguarding. The impact of staff qualifications on the quality of the teaching and learning experiences for children is positive. They use a wide range of effective methods to promote children's learning. Therefore, children make good progress in their development. Owing to staff's recent training in asthma awareness they are confident to support children's care needs. Self-evaluation of the pre-school is wide-ranging and covers all aspects of the provision. Staff contribute suggestions and children have opportunities to express their views when they look through their learning journals. The manager invites parents to feedback their views on the service they receive, thereby ensuring staff are aware of their opinions. Several priorities for improvement are identified, for example, to develop more links with the community to extend children's learning.

The partnership with parents is successful and ensures children get the support they need. A wide range of information is provided for parents, including accessible policies and information about the Early Years Foundation Stage. A daily two-way flow of information ensures staff and parents share an understanding of children's needs. Parents are very positive about the support their children receive and the welcoming environment in the pre-school. The manager and staff work effectively with other professionals, for instance, to review the pre-school with external agencies. The partnerships with other early years providers are fully in place. Regular discussions and the use of communication books ensure the manager shares information to complement children's learning in other settings. Therefore, children receive effective support for their individual needs to make progress 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

Unique reference number	EY464784
Local authority	Worcestershire
Inspection number	928133
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	17
Name of provider	Emma Martin
Date of previous inspection	not applicable
Telephone number	07903560787

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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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